

UNITED STATES OF AMERICA

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DEPARTMENT OF EDUCATION

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OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

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WEDNESDAY,
FEBRUARY 19, 1997

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The Participants met in the OERI Board Room at 555 New Jersey Avenue, N.W., Washington, D.C., at 9:00 a.m., Mike Smith, Chairman, presiding.

PRESENT:

MIKE SMITH, Chairman
SUE BETKA
GAIL BURRILL, Ph.D.
HELEN CHANG
JOSEPH CONATY, Ph.D.
LOUIS DANIELSON, Ph.D.
EDWARD ESTY, Ph.D.
MICHAEL FEUER, Ph.D.
THE HONORABLE PASCAL FORGIONE, JR.
CHARLES HANSEN
SYLVIA JOHNSON, Ph.D.
ROBERT LINN, Ph.D.
GARY PHILLIPS
ANDY PORTER, Ph.D.
THOMAS ROMBERG, Ph.D.
RICHARD VENEZKY, Ph.D.

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ALSO PRESENT:

Jacqueline Jenkins
Martin Orland
Eugene Owens
David Sweet
Adina Kole
Alex Sedlacek

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1 P-R-O-C-E-E-D-I-N-G-S

2 9:14 a.m.

3 CHAIRMAN SMITH: Thank you all for coming.
4 This is short notice.

5 A couple of quick announcements. The
6 session will be taped. The tape will be available and
7 it will be clear who you are on the tape as you mumble
8 a lot. The reasons for this is we want to keep as
9 much about the board in terms of the information about
10 this effort available to anybody who might want it.

11 This discussion doesn't involve,
12 obviously, bidders, folks who are going to bid. We're
13 going to have somebody talk to you about that just for
14 a moment so you can understand your -- what you're
15 entering into by being here.

16 In other words, the constraints that will
17 come upon you. And so you know that before the
18 meeting starts and before we get into any detail.

19 But the idea on the tape recording is
20 simply that people can ask for it. No matter what we
21 do, information from this meeting is going to get out.
22 You'll mention it to a spouse or whatever at some

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1 point. And -- or a colleague, or whatever. Or I
2 will. Information to somebody.

3 So, what we want to do is have it as free
4 and open as we possibly can.

5 And Helen Chang will be talking with you for
6 just a few minutes about the kinds of constraints that
7 this puts on you.

8 The purpose of this meeting is to not to
9 challenge the policy decision. Start with, obviously,
10 as a bottom line. We can have that discussion any
11 time, over drinks or not. The decision has been made.
12 It's been made by folks that are higher up than I am
13 so I couldn't conceive of changing it or it being
14 changed, actually.

15 The purpose of the meeting is to try to
16 figure out how to do this thing in the very best way
17 we can. And what the thing is, is the construction of
18 two individual level tests, assessments. One for
19 fourth grade reading based on the National Assessment
20 for Educational Progress Reading Assessment. And one
21 for eighth grade math based generally on TIMSS, and I
22 use the word generally because that's one of the

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1 discussion items that we need to have.

2 The tests themselves will be ready for
3 delivery to individual students in -- during the
4 spring of 1999. We can talk about, also, the fall
5 possibly. I don't know if our time line will allow us
6 to reach the fall but in the future it could. And it
7 may be that that's a better time to, but you know,
8 we'll see.

9 To do that, we need to have a very serious
10 prototype, I mean, a real full-blown test ready, in
11 the spring of 1998. And where we'll run it against --
12 Gary will get into all this, of course, in detail.
13 But in order to run it against the -- both the
14 national assessment and a TIMSS assessment that will
15 be given during the spring of 1998.

16 The test will be roughly, because these
17 are rough and we want you to talk about this as well,
18 roughly 80 percent multiple choice and 20 percent
19 extended response, with, I guess, at least one long --
20 longer extended, elaborated extended, or whatever the
21 term is, question in each of the two tests.

22 The tests will be developed by a

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1 contractor, or two contractors. Two contractors on
2 this. The test will then be -- after it's developed,
3 it will then be licensed to states, to local
4 districts, to test publishers, to integrate,
5 incorporate, whatever the term is, into their test
6 packages so that it will not -- Although it could, we
7 don't necessarily want to see this thing as a stand
8 alone test given boom, but as part of the overall
9 testing plan, strategy, practice, of the particular
10 district or state that uses it.

11 We'll pay for the test, that
12 administration. That will probably work through
13 reimbursing the entity that is licensed but we're not
14 quite sure of that yet. We don't -- you guys don't
15 have -- you folks don't have to worry about that issue
16 too much. Our lawyers will worry about that,
17 contractors and so on. But the idea is that the test,
18 once it's done with the folks that construct it, will
19 be out and in the general domain of folks who now give
20 tests and administer them, and so on, and score them.

21 We've talked about paying for the tests in
22 1999. It's possible that we will pay for the test in

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1 the year 2000, 2001, 2002. That may continue. That's
2 an issue that's up for discussion right now.

3 What else is an issue that is general
4 enough for me to discuss at this point without getting
5 into detail? The TIMSS test, well, let's got back to
6 NAEP first.

7 On reading and NAEP, we need to have it be
8 enough like the NAEP so that we can track it against
9 the performance levels of NAEP.

10 On TIMSS, we need it to do a similar job.
11 I know there are performance levels set in TIMSS. We
12 have talked about two levels of performance on the
13 TIMSS test and the math test. One is the
14 international median and their average. The second is
15 a measure that was used actually in the write up of
16 the TIMSS which is international 90th percentile. And
17 one goal would be to get all students, for example, to
18 the point where they achieve at or above the
19 international median. And as many students as we
20 possibly could into the top ten percent
21 internationally.

22 And those are kind of the performance

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1 standards that we talked about. They aren't fixed in
2 any concrete and we might get into a discussion of
3 those at some point if we think it's important. If
4 anybody thinks it's important, they should raise it as
5 an item.

6 We've thought about letting states and
7 others pick their -- actually pick their performance
8 levels that they'd like to do, as long as they pick
9 them, as long as they're tough standards.

10 The issue on TIMSS is that a number of
11 people have mentioned to us that the TIMSS frameworks
12 represent -- they don't represent the kind of -- or
13 the balance, I guess, you might call it, of elements
14 that the NCTM or the thinking in the U.S. would have
15 the math curriculum to look like. That it's tilted.

16 Obviously there were bargains made, and so
17 on, in the development of the TIMSS, both their
18 content standard and the selection of items, I
19 suspect. All sorts of bargains made in order to have
20 the TIMSS test acceptable to an international group of
21 41, or whatever, nations. And that tilted a little
22 bit away from what the best thinking is in the U.S.

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1 about what the curriculum might be and what the test
2 should measure.

3 And we're willing, certainly willing, to
4 work with that and try to figure out how better to
5 frame the content standards.

6 Working within the frame work, that we
7 would like to be able to match it up against the
8 performance levels so everybody recognizes the problem
9 here. The more you drift away from the TIMSS content
10 standards, the more you drift away from the
11 possibility of accurately matching it up against the
12 performance standards. So, that's a conundrum we've
13 got and we need to think through that a little bit.

14 Most of you know each other. We have a
15 mix of reading and math people and a mix of technical
16 people to go along with it. I want the discussion to
17 be as open as possible and raise issues that you think
18 even have a low probability of coming up to bite us,
19 because those are the ones that were less likely to
20 get thought about and try to deal with. Obviously
21 raise the big issues, too, and we'll try to talk
22 through them.

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1 This process has been in place now for,
2 what, two weeks. So, you're not going to get,
3 perhaps, as precise answers to some of your more
4 difficult questions as you might like. And in
5 significant part, we want you to work through those
6 answers for us. To figure out maybe what the best way
7 to do this job is and also what the best way to
8 represent it is. Not in terms of spin but in terms of
9 understanding what the strengths and weaknesses, and
10 so on, are.

11 A couple of other points about the test.
12 And these are, I think, are important points,
13 particularly for those of you who are interested or
14 who are math and reading experts. The test will be
15 released every year. And imagine a window of security
16 that's a normal window, let's say, for giving tests to
17 schools in the spring of 1999. Maybe that runs from
18 first of March through the end of April. Maybe that's
19 -- after that, there are very few tests given, maybe
20 it's through May 15th, who knows.

21 But the day after that, in fact, the day
22 after the window, and we'll try to figure out that

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1 window. The day after that window, we're going to
2 release the test. We're going to put it on the Net.
3 We're going to make it available in hard copy to
4 everybody along with the answers. Along with more
5 elaborated questions to it. And we'll do this every
6 year.

7 So, this is a new test every year. And
8 part of the cost of this thing, of course, will be
9 constructing -- will be working on three different
10 tests each year. And those of you who are in testing,
11 most of you, know that sequencing of construction of
12 tests.

13 The point here is that it's not just to
14 give a test. It's to give a test with a lot of
15 materials around it. It's also to mobilize the
16 various groups, the IRA, the NCTM, et cetera, to try
17 to get behind this thing. It's to put out a
18 challenging -- the President has put out the challenge
19 already and we'll continue to do that, to the nation
20 to have students who can read independently by the
21 fourth grade and who have -- and to schools, in
22 effect, to prepare their students for more rigorous,

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1 interesting mathematics by the end of eighth grade or
2 by into eighth grade.

3 That gets shorthanded around in ways that
4 might offend those of you who are mathematicians,
5 mathematics educators, as algebra by eighth grade or
6 whatever. The idea isn't that shorthand will continue
7 and that's the way folks in politics talk. They need
8 to be able to give something that the public
9 understands. What we'd like to do is to be able to
10 create the most interesting and productive math
11 curricula as we possibly could, or see those curricula
12 created and used in the schools. And the impetus for
13 that coming from the President pushing, and the
14 Secretary pushing, and the test itself, operating in
15 a positive fashion, a productive fashion, to also help
16 propel it.

17 So that's the general idea. One other
18 thought, just to get some of the thinking on this.
19 The President has been thinking for quite a while the
20 idea of standards, what kids should know and be able
21 to do, is an idea that's caught on. It's in the
22 atmosphere around schools and educators, and even

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1 around the public by and large.

2 And we've kind of gone over that hurdle that
3 this is an idea that is important and it will probably
4 be around for quite a while.

5 But there's another hurdle to get over.
6 And that's the hurdle that is pointed out by Ed. Week
7 Report, to some extent by the AFT, a lot of
8 observations people have, that a lot of the standards
9 that are being developed, the content standards
10 themselves are pretty weak, not very well thought out.
11 Performance standards, themselves, are not
12 particularly challenging. There's been a variety of
13 different studies. Mark Musick did one comparing some
14 of the scores with some of the assessments, state
15 assessments. And we find that very high percentages
16 pass the state assessments and given a little bit
17 later the same -- similar kind of test out of NAEP at
18 the fourth grade or eighth grade, and very low
19 percentages achieve even to the basic level.

20 It's not only because the NAEP has some
21 challenging level at basic. I think it's because,
22 when you look at it, it's because the standards set by

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1 the states are really quite low. And so, there are
2 some states, in fact, that seem to have more
3 challenging standards than national assessment but not
4 very many.

5 So, how do you get out of this? I mean,
6 how do you begin to go to the second phase of
7 standards. And this is, in effect, the questioning
8 the President was asking. A stage beyond the idea of
9 the standards themselves are reasonable but to an
10 implementation stage where, in fact, standards are
11 being set that are coherent, have some theoretical
12 validity, and are challenged -- on the performance
13 standards are we challenging them.

14 And we went around and around, and around
15 on this. And there were lots and lots of different
16 ideas. I mean, a White House conference on standards.
17 So, the idea that you use for every policy that you're
18 not sure what to do about, a White House conference.

19 At hopefully the same time the TIMSS came
20 out. And the TIMSS received such a strong response
21 from the nation and from the President, a variety of
22 other things, that it began to tilt the thinking more

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1 toward the assessment side. As you all know, the
2 TIMSS had a great advantage to it. I believe a great
3 advantage. It also had some research associated with
4 it. And that research -- that research gave an
5 impetus to the research that was going on in the
6 United States for the last 20 years.

7 In fact, it reinforced it in a really
8 significant way. It basically said, as you all know,
9 that teaching needs to change if we're going to be
10 successful and the content needs to change. I mean,
11 you've got both sides of the equation.

12 So, the TIMSS had a great deal of effect.
13 The idea, the NAEP itself, which had already started
14 with America Reads, already started to be important in
15 the thinking of the Administration. In particular,
16 interventions, the America Reads project. The idea of
17 fourth grade reading. As most of you know, if you hit
18 fourth grade and you're not reading independently,
19 you're in trouble in school. It's a great predictor
20 of failing in fourth grade reading or not doing very
21 well is a great predictor of dropping out and/or a
22 lack of success in high school. So, it's kind of a

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1 nice transition period and a good goal to set.

2 And the same thinking -- we thought the
3 same thing about eighth grade math. That, if you
4 haven't had some fairly rigorous math by eighth grade,
5 you aren't going to get the same opportunities in high
6 school as if you had. And there are all sorts of
7 reasons that people don't get that kind of experience
8 in K to 8 in math. You all know them as well or
9 better than I do.

10 The obvious ones are that the curriculum
11 is pretty weak in many cases in the United States.
12 And the second obvious one is that a lot of teachers
13 aren't trained to teach more challenging stuff. Well,
14 you've got two biggies there. The teachers and the
15 curriculum are big things to tackle. We've known this
16 for a heck of a long time. I remember writing a long
17 piece for Bessam Shakashiri when he first came to NSF
18 to lay all this out. And we've all tried to change
19 this with our Eisenhower Professional Hold Up programs
20 or lots of things at NSF.

21 But we haven't given it the kind of shot
22 that I believe that we can give it. Now, with the

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1 President hounding out there, going to state
2 legislature and for state legislator, Secretary, out
3 there doing -- working with the NCTM to do all sorts
4 of public fora, whatever, about mathematics, of all
5 things. And about K to 8 mathematics. And the
6 National Academy of Sciences dying to get on board,
7 and so on. I mean, there's a lot of energy and
8 effort, and we've got a President who's going to do
9 this for the next four years. And it's just
10 compounded --

11 So, I think we've got a window that's open
12 in a way that's never been opened before. It does
13 rest upon, in part, upon these tests. It certainly
14 does in the mind of the President. The tests,
15 themselves, are controversial and certainly in the
16 academy. Not quite so controversial among the public
17 but they are controversial in the academy. And so,
18 they may well be controversial with some of you. And
19 I appreciate your coming and pitching in to really try
20 to help make them as good as we can possibly make
21 them.

22 So, with that, let me turn it over to

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1 Helen and if it sounds as though -- this is the time
2 when you can walk out. We're still going to pay your
3 way or whatever, but if what Helen says is something
4 that you don't feel that you can live with because it
5 puts a constraint on you or, and/or on your
6 organization, do walk out now because it's going to be
7 too late in half an hour or so.

8 MS. CHANG: I don't mean to be obnoxious.
9 I'm a contracting officer here at the Department of
10 Education. And as such, I have a legal responsibility
11 to see that the Department's procurement are conducted
12 in a fair, open, and full manner and in accordance
13 with the law.

14 Let me tell you briefly that the
15 government purchases and makes purchases in accordance
16 with the Federal Acquisition Regulations. You some
17 times hear the term FAR. This is found at Title 48 of
18 the Code of Federal Regulations. And because of
19 things that are said in the regulations, I need to
20 briefly make you aware of them today, and what we hope
21 to do about them.

22 As of today, the Department does

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1 anticipate that we're going to enter into contracts to
2 do the work associated with the development and the
3 support of these tests. Normally, specific
4 procurement requirements are not usually discussed
5 before they're announced in the Commerce Business
6 Daily. However, procurement regulations do require
7 that the government conduct market research prior to
8 making any purchase. And there are many methods set
9 out for doing market research. And we've asked you to
10 come here today and attend the meeting as one method
11 that's shown in FAR.

12 We are allowed in certain situations to
13 conduct knowledgeable -- contact knowledgeable
14 individuals in the industry and hear your views. So,
15 we're treating this meeting today as market research.

16 Here at the Department we follow the
17 principles of conducting the procurement process in a
18 manner that is fair and maximizes competition. We
19 always try to provide the maximum amount of
20 information to everybody and to do it in an equal
21 manner.

22 As you all know, the President did

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1 announce this initiative in the State of the Union
2 message and said that the Department would be doing
3 something about it. Well, we here at Ed. anticipate
4 that we will require contractual support, both to
5 fulfill this initiative and to what extent in the
6 future we're not sure. But, the fact that we will
7 need contractual support means that some of you might
8 feel you have a conflict of interest as a result of
9 the meeting today.

10 Even though the likelihood of the conflict
11 of interest for this procurement and any future
12 procurement is very small, we want to make you aware
13 of this fact. And also make you aware of the steps
14 that we're doing to try to mitigate any of these
15 possible conflicts of interest.

16 You've already been introduced to the
17 court reporter. We will have a transcript today
18 taken. And this will be put in the public domain on
19 our web page so that any perceived advantage of your
20 attending here today will be gone away in about ten
21 days, two weeks.

22 Additionally, the Department has some

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1 other plans. We intend to have at least one other
2 public meeting on the subject prior to our release of
3 our Request for Proposals which is referred to in
4 shorthand as RFP. We also are contemplating putting
5 our draft of our requirements on our web page and
6 asking the public to comment on it before we release
7 a formal solicitation.

8 After we release a solicitation, we are
9 considering having a post-solicitation conference to
10 get bidders -- give bidders the opportunity to come in
11 and ask us questions.

12 These are the ways that we in the
13 contracts office feel that we are both following the
14 law by documenting our market research, and we're also
15 attempting to mitigate any possible conflicts of
16 interest.

17 I'm available to answer any questions that
18 you might have. We hope that you will stay and give
19 the government the advantage of your best knowledge on
20 the subject.

21 CHAIRMAN SMITH: Any concerns?

22 MS. CHANG: From anybody?

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1 CHAIRMAN SMITH: Let me ask a couple of
2 questions. Suppose that Ed who is an independent
3 consultant, is asked by a company, Company X, to be on
4 the bid. Can he do that? Would he be able to do
5 that?

6 MS. CHANG: Yes, he would because the
7 knowledge of what we are looking for will be out in
8 the public at that time.

9 CHAIRMAN SMITH: Or, Andy runs a center at
10 the University of Wisconsin, and would his center be
11 able to bid on it? Or Tom Romberg is actually at the
12 center as well. And we'd probably be the PI. Could
13 Romberg be the PI and Andy be the director of a center
14 who did that?

15 MS. CHANG: By the time the RFP is
16 released and the solicitation will have been out, and
17 it will have been changed several times, as to what
18 we're going to talk about today is not what the
19 government wants to purchase. It is ideas on how we
20 might best --

21 CHAIRMAN SMITH: Construct it.

22 MS. CHANG: -- construct what we want to

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1 purchase.

2 MR. PHILLIPS: The other side is, if we
3 are going to bid, should we give you our best ideas?

4 CHAIRMAN SMITH: The answer to that is
5 absolutely. That's why you've been asked to come
6 here. We knew you would. Not matter what. If you've
7 got a good idea, you'd blurt it out.

8 Now you're all market researchers and your
9 consultant fees just went up 200 percent, for the
10 future, at least.

11 You're on, Gary.

12 MR. PHILLIPS: Thank you.

13 What I would like to do is to outline for
14 you what our plans are today. I don't want you to
15 think these are cast in stone because they're not.
16 Like Mike said, we've had two weeks to think about
17 this and this is where we are today. After the
18 meeting and your ideas, and other meetings as well,
19 things will change.

20 So, don't think this is what we're going
21 to do. This is where we're -- this is the direction
22 we're heading in and your advice is welcome on all

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1 this.

2 I think I would like to -- I think I'd
3 sort of like to keep this a little bit -- well, a lot
4 informal. Because I would like to, as I put things
5 up, if you have questions, stop me and we'll just --
6 we'll chat about it. We've got plenty of time today.
7 And we have a lot of time for discussion this
8 afternoon as well. So, there's lots of time to talk
9 about whatever it is you want to talk about.

10 And I want to also reiterate something
11 that Mike said which is, even the big things are
12 important. But little things are important, too. If
13 you can think of things that we have not thought about
14 and it helps us to redirect our plan. So, please feel
15 free to jump in at any time, say whatever you think.

16 But, it's probably a waste of time to talk
17 about the policy decision at this point because as
18 Mike said, that decision has been made. What we're
19 trying to do now is try to do the best job we can at
20 getting the testing program off the ground given the
21 constraints that we're under. And I'll mention all
22 those things as well.

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1 So, I'm going to use the overhead as a
2 little aid. Now, I can't give you copies of the
3 overhead. It turned out that the best advice is that
4 I shouldn't do that. You can, of course, take any
5 notes you want. But until the RFP's out, I shouldn't
6 be handing out any papers on this topic. And these
7 overheads are really for my use.

8 Let's start with some of the prior goals
9 that we're working with.

10 Now, just as I want invited guests to
11 speak up, those of you who have been involved in this,
12 Mike and Marty, and others, you may not have seen all
13 of these overheads. So, if I have something that's a
14 misstatement up here, please feel free to point it out
15 and we'll correct it as we go along.

16 These were some of the prior goals that we
17 were working with. First of all, the tests that we're
18 talking about will provide an annual indication, every
19 word here is sort of chosen to communicate something.
20 We're talking about an annual testing program. We're
21 talking about an indicator. It's an indication. It's
22 now -- we're not going to have subtest scores. It's

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1 not going to be used for diagnostic purposes. It's
2 not going to get into the same kind of depth that a
3 normal first testing program gets into where you get
4 information on micro-objectives, things like that.

5 We're looking at an overall global
6 thermometer indicator of individual student
7 efficiency. So, we're looking at overall. It's an
8 indicator. It's for the individual student. And
9 we're looking at proficiency in reading in grade four
10 and math in grade eight. We want something that can
11 be reported to parents and teachers, and of course,
12 other people as well. But the focus here is to give
13 something back to parents and teachers.

14 Now, this, of course, is different from
15 NAEP and TIMSS which don't give individuals scores on
16 students. So, it's a completely different creature.
17 It's not a survey. It's a test. This is a testing
18 program, not a survey operation.

19 Another prior goal here is that we would
20 like to have the reading provide national standards
21 from NAEP, that is to use the achievement of level of
22 NAEP in some way. And to provide international

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1 standards from TIMSS. So, to somehow use the
2 international standards that TIMSS has. Now, of
3 course, NAEP has criteria and reference standards.
4 TIMSS has international norm reference standards. So
5 there's a difference between the two and these are
6 things that we have to work with.

7 CHAIRMAN SMITH: Actually, Mike, just
8 because the fact that it's an external criteria. I
9 think it's with TIMSS providing external criteria
10 related to the international norms. So, I would
11 rather think of things as related to standards, not as
12 more reference. One is creating standards in one way
13 and the other is creating standards in the other way.

14 DR. LINN: At some point I think we're
15 going to want to talk about whether or not NAEP might
16 be an alternative for NAEP. I think that's in the
17 policy realm. But since there's a plan to link NAEP,
18 at least the last I knew anyway from the report in
19 June, it may be a way of dealing with some of the
20 concerns that Mike alluded to earlier about how
21 ambitious the TIMSS is. Not that probably NTCM would
22 say that NAEP was the most ambitious testing world but

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1 I would guess that it would -- that a lot of people
2 might that it's somewhat more ambitious than TIMSS in
3 that regard.

4 MR. PHILLIPS: And I think we do need to
5 spend some time discussing that. Another thing that
6 it would solve, too, is since we're going to be out
7 there annually, NAEP will be out annually. TIMSS is
8 not out currently annually. So, you can -- so that
9 would help that probably as well. But that's a bigger
10 issue.

11 Somebody have a question?

12 DR. ROMBERG: This kind of discussion
13 about TIMSS kind of bothers me a little bit. Because
14 about three or four years ago I met with a group of
15 people associated with TIMSS. And the argument at
16 that time from several countries, not just the United
17 States, was that the math community was advocating
18 boycotting the administration of TIMSS because the
19 quality of the items was not up to -- the Japanese
20 were in the front of the list. The French were there
21 and saying, well, this isn't stuff that we -- any of
22 us are really that interested in. It's all we can do

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1 to get the consensus on the small set of things that
2 they ended up actually testing.

3 And the argument back from several people
4 who were responsible for what was saying, although you
5 know this test is just an indicator. It will never be
6 used for these kinds of purposes. And several of the
7 countries, at least one, the Dutch, went ahead and did
8 something else in addition to TIMSS because they said
9 this doesn't really assess what we're interested in at
10 all in mathematics.

11 So, it's a whole question here. And now
12 going back and saying, look, we're going to base a
13 whole bunch of stuff on a test that most of us four or
14 five years ago said hey, this really isn't what's
15 important.

16 MR. PHILLIPS: That's a good point. I
17 think the plan is a little bit different from that.
18 Which would be to use the TIMSS framework but not the
19 TIMSS test.

20 DR. ROMBERG: Well, but the framework is
21 only a consensus. It's not an intellectually --

22 MR. PHILLIPS: Well, but -- You're right.

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1 But the issue here is not the test and the quality of
2 the test items, because those items would not be used.
3 They might be used but it's not central to the plan.
4 The framework would be used. And if you have problems
5 with framework, that's a different question. And the
6 same thing would be true with the NAEP framework.

7 CHAIRMAN SMITH: Just a point of
8 clarification. You're talking three or four years
9 ago. I understood that -- and this may be just
10 thinking, formulate this here. I understood that they
11 went through a big change.

12 MR. OWENS: That was a complete -- of the
13 item.

14 CHAIRMAN SMITH: There's a consequence.

15 MR. OWENS: So about three or four years
16 ago that whole set of items was replaced by a very big
17 effort by a group, American and Eastern European
18 experts, to come up with an entirely new item set
19 because of some of the particular criticisms that were
20 made at that time. But it is a 1995 test. It's
21 actually '94 test, actually.

22 CHAIRMAN SMITH: And there may be other

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1 problems as well. But I think that some of those
2 things that have been characterized is the same test
3 that was developed.

4 Dick, did you want --

5 DR. VENEZKY: Gary, do you want to say
6 something more about what you mean by overall
7 individual student proficiency? You don't -- I assume
8 you don't mean we want to know how well every student
9 reads. Meaning, do we have some students reading at
10 eighth, ninth, tenth grade level and not grade 4? Or
11 am I wrong in --

12 MR. PHILLIPS: This is preliminary
13 thoughts on the subject because we need to -- on each
14 one of these issues we need to spend a lot of time
15 working on those. But the way I would see it today is
16 that we're not going to have grade level information.
17 This is a single grade test. So we don't have any
18 information for sampling fifth grade, sixth grade,
19 third grade, second grade.

20 I do think what we want to have is some
21 kind of a scale score on the test. And you need the
22 scale score for equating purposes and linking

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1 purposes, and all the statistical stuff you need to
2 do. And what the score or the metric would look like
3 that gets reported, I don't know. We still have to
4 work that out. For example, a percent correct metric
5 would be a good one.

6 But, yet, it would be an indication of the
7 overall reading proficiency of the student. How well
8 this student reads. How that would be defined would
9 be determined by the NAEP framework.

10 DR. VENEZKY: So, you are saying there
11 would be items of a difficulty level such that maybe
12 only five percent of the fourth graders would get them
13 correct?

14 MR. PHILLIPS: There would be a range of
15 items on any good test that what you want to do is
16 have --

17 DR. VENEZKY: Let me frame my question
18 slightly differently.

19 Then, the intent of the test is not simply
20 to find out whether fourth grade or the end third
21 grade, beginning of fourth grade, students are ready
22 to read at a fourth grade level. You really want to

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1 know how well they're reading?

2 MR. PHILLIPS: I think that's right.

3 CHAIRMAN SMITH: Yes, and what we'd like
4 to do is know whether they're reading at the basic
5 level or the basic level or the proficient level.
6 Above the proficient level.

7 In order to use the NAEP proficiency
8 levels, basically. In order to make those judgments.
9 One goal here is to get every kid at the basic level.
10 The other goals are to push everybody. But the test
11 has got to be able to do that. It's got to be able to
12 have a band within which you can say, yes, this person
13 is able to read at the basic level with some
14 confidence or the person is able to read effectively.

15 DR. VENEZKY: No, I understand that.
16 What I see is whether you've decided that
17 discriminability has to extend beyond the intent of
18 the testing.

19 MR. PHILLIPS: Yes, I understand your
20 question. I think I --

21 DR. VENEZKY: And you could cut off all
22 items, say, in the fourth grade --

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1 CHAIRMAN SMITH: No. No. You have to get
2 the proficiency level. What we've got now is 40
3 percent of the kids achieving -- 60 percent of the
4 kids achieving the basic level and 27 or so proceeding
5 to the proficient level. And, I don't know, is it 9
6 percent or so at the advanced level? It would clearly
7 be above -- more reference.

8 DR. VENEZKY: Gary, why don't you push
9 that chair in and pull the thing forward so --

10 MR. PHILLIPS: That's a good question. I
11 think we need to spend a minute on it.

12 What would happen is, let's say this is
13 the general populace and the general distribution or
14 ability among fourth grade students.

15 DR. ROMBERG: What ability?

16 MR. PHILLIPS: Reading proficiency.

17 DR. ROMBERG: Proficiency.

18 MR. PHILLIPS: I'm sorry. I said
19 proficiency.

20 DR. ROMBERG: Performance.

21 MR. PHILLIPS: Reading proficiency. And
22 what happens is once you get data from the NAEP

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1 assessment, you want to have something like basic,
2 proficient, advanced.

3 Now, NAEP has its test. When you look at
4 the distribution of items, there's a range of item
5 difficulty. Some are easy. Some are hard. But for
6 NAEP, it tends to look something like this. The
7 difficulty of the test tends to be sort of like this.
8 This is NAEP. What we want --

9 MR. MARTIN: What's reading?

10 MR. PHILLIPS: Yes.

11 What we want for the national reading test
12 is something that looks like this. So that the range
13 of difficulties is targeted to the abilities of the
14 examinees, so that's the way it would be.

15 DR. LINN: Isn't that basically saying
16 that you are interested in more than the proficiency
17 levels?

18 MR. PHILLIPS: Yes.

19 DR. LINN: If you were taking it seriously
20 that all you cared about is reporting proficiency
21 levels, there's not much interest in having a bunch of
22 items that do most of that work --

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1 MR. PHILLIPS: Right. But I don't -- at
2 this point, I don't think there is a commitment to --
3 I think what we want to know is how many are here.
4 How many are here. And at these different levels.
5 So, we want to get good estimates of those.

6 Now, so -- but this is an issue that --

7 CHAIRMAN SMITH: This is a progress
8 problem. Right? I mean, if you have wide percentages
9 of students in some school that aren't reading at the
10 basic level, how do you make a distinction whether or
11 not there's improvement? Maybe that's a mistake to
12 do. But it's the Title 1 problem.

13 DR. LINN: I'm sympathetic to getting good
14 measurement in the basic cut. Personally, but all I'm
15 pointing out is that it really depends upon the policy
16 issue of what you want this test to do and what sort
17 of reporting you're going to do as to how you would
18 most efficiently design it in a given amount of -- I
19 mean, you -- within a given amount of time that you
20 have for the test.

21 And so, what I'm hearing is that you are
22 going to be reporting to kids and parents something

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1 more than whether or not they're below basic.

2 MR. PHILLIPS: We are reporting a score.

3 DR. LINN: We may be.

4 MR. PHILLIPS: Maybe.

5 I think a part is going to depend, too, on
6 how much information we can get out of it, which I
7 don't know at this point. It might be that you can
8 report something more than just the score.

9 DR. CONATY: Before you go on. I mean,
10 what -- if you think about this in terms of
11 classification or where can you tolerate what kinds of
12 mistakes, I think the question here has to do with the
13 level of precision at these different classification
14 points and what kind of errors you're willing to
15 tolerate. And I think what -- can you say in policy
16 terms what kind of decisions and reporting you want to
17 make so that he can think about how best to design the
18 test that does that.

19 DR. LINN: That's exactly right. Because,
20 I mean, one way you could think about this is drawing
21 your standard error of measurement curve. And asking
22 yourself, you want that to be relatively low. And

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1 where you're willing to let it shoot up as a boundary
2 in some area.

3 DR. PORTER: Let me just come in with a
4 comment that I want to make at some time. This seems
5 like a good one to get it on the tape.

6 And that is, I would urge you to -- you
7 kind of introduced this with what you're going to do.
8 And it would be better -- I would think it would be
9 better to introduce it with why you're going to do
10 something. What you want to accomplish. And put more
11 emphasis on that so that out of that could grow a lot
12 of these technical issues. If your purpose is just to
13 report at these levels, and if you said that's what it
14 was and you kind of said what your rationale was
15 behind, then this discussion would have gone in one
16 direction.

17 But see, we're just going to have to
18 imagine -- everybody's going to be sitting around here
19 imagining different purposes and uses in coming up
20 with different technical considerations. But I think
21 it's a bigger issue than that. I think people are
22 going to want to know, and I don't think it would be

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1 best for you to just leave it to their imagination
2 what lies behind this initiative. Because some people
3 are going to imagine some very bad things, probably.
4 I mean, there's a lot of people out there.

5 And so, just following that along, since
6 I got started on this, I think it would be a good idea
7 not only for you to communicate that as soon as
8 possible. I wish you would have communicated -- I
9 wish there would have been a statement out already on
10 that. Instead, all we know is you're going to test at
11 fourth and eighth grade in the subject. That as you
12 go forward you think about laying out for the various
13 potential users of this test what you think are some
14 of the dos and the don'ts, some of the directions you
15 think would be positive and some of the directions
16 that you think would be negative.

17 Because once you put it out there and you
18 get this information, then it's their information.
19 They can do anything with it that they want. And I
20 think you want to have some influence on it.

21 MR. PHILLIPS: I think some of these
22 issues we'll cover a little bit in a moment.

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1 DR. PORTER: But that's my point. My
2 point is, we've got the cart before the horse here.
3 We're focusing on technical issues and who's going to
4 be tested when and what rather than saying why are we
5 doing this.

6 CHAIRMAN SMITH: I disagree, Andy. I
7 think this is an iterative process. And we need to
8 know what we can do in order to figure out the best
9 way to do it. That is, we need to know whether or not
10 your sense is in, let's say a two period test. That
11 you could in fact make enough distinctions to have
12 either another cut point or have a skills score that
13 you had some confidence in, or whatever, in order to
14 be able to give out that information.

15 DR. PORTER: I think it's an iterative
16 process. But I -- again --

17 CHAIRMAN SMITH: You need to keep going
18 back to -- we have not -- What we've done is laid out
19 the basic parameters for you. We want to run it up
20 against NAEP in the sense that we won't have the same
21 performance standards as NAEP does. We want to do the
22 same thing with TIMSS although the idea of equating

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1 the TIMSS with NAEP --

2 Let me just make one other point on this.
3 The overall objective is at a much higher level of
4 abstraction than we're talking about. And order to
5 accomplish that overall objective, we need to work
6 through the lower levels of abstraction. The
7 President didn't think about whether or not we needed
8 another level for basic. It just didn't occur to him
9 in the discussion. And he didn't think about how much
10 -- what the standard error distinction was at the top
11 of the curve, at the top of distribution.

12 So, we need to think about that and we
13 need to think about whether or not we can capitalize
14 on that. That is, the small standard error, can we
15 use it in order to give people some more information
16 or not. So, it's a -- we're in a -- you're in this
17 with us right now. At least for the next six or so
18 hours. And these are policy issues, I agree. But
19 they're policy issues at a lower level than the ones
20 that we've set.

21 DR. ROMBERG: Mike, Let me follow up on
22 Andy's point. It says, "Individual student

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1 proficiency reported to parents and teachers." You're
2 going to report about a student --

3 MR. PHILLIPS: No.

4 DR. ROMBERG: I mean, you're -- that's
5 what it says. You're going to report individual
6 student proficiency to parents and teachers. You're
7 going to label them as this is below basic or this is
8 above basic. So, the report back to a parent about
9 their child, is that what we're trying --

10 MR. PHILLIPS: Yes, but not -- but not by
11 the Federal government.

12 DR. ROMBERG: No, I understand. But
13 that's what the intent is, is simply to classify
14 students into one of these categories. You can then
15 aggregate across students to talk about schools and
16 groups, and so on. But the report to parents and
17 teachers is about the individual kids --

18 CHAIRMAN SMITH: A big part of this -- a
19 big part of this whole thing --

20 DR. ROMBERG: I mean, that's part of what
21 I'm trying to --

22 CHAIRMAN SMITH: It's exactly that.

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1 Right.

2 DR. ROMBERG: And I think Andy's trying to
3 say --

4 CHAIRMAN SMITH: It may go beyond that.

5 DR. ROMBERG: It may go beyond. But the
6 immediate starting gate is to say, my child at fourth
7 grade is at the proficient level?

8 MR. PHILLIPS: That's the basic --

9 DR. ROMBERG: Okay.

10 DR. PORTER: Well, but you could say, and
11 that's what the urge is. You could say, we think --
12 I'm not proposing this, now. We think that schools
13 should be monitoring their progress over time on
14 reading proficiency. And then -- we think all schools
15 in the country should. And we want to help them by
16 giving them an assessment at fourth grade reading.
17 Then if you say that, it goes in a big different
18 direction here. Then you say, yes, we've got to have
19 a test that performs down at these lower levels
20 because we've got a lot of schools where 80 to 100
21 percent of the kids are performing at those lower
22 levels.

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1 So, if you have that purpose in mind, then
2 the technical properties that you need to meet are
3 different than if you have some other purpose in mind.
4 I agree it's an iterative thing. I'm just saying
5 we've got to get the purposes in line and --

6 CHAIRMAN SMITH: It's useful. And they
7 get to the purpose. What Gary has outlined would link
8 back to the purpose that you're talking about. I
9 mean, it would come closer to it than the NAEP.

10 DR. PORTER: That's correct. But it would
11 be a poor test if you didn't want them to do that
12 because you can be more efficient. And that's Bob's
13 point.

14 DR. LINN: But it's also going to be an
15 issue in terms of uses. If I could use Colorado as an
16 example, they have recent legislation, that happens to
17 be at the third instead of the fourth grade, in
18 reading that says kids will not go on to the fourth
19 grade unless they meet some level as yet to be decided
20 in reading proficiency. And I can imagine that
21 Colorado would say, well, this is the test and we're
22 -- and then it is -- if it was a test publisher, the

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1 test standards would suggest that the test publisher
2 has certain responsibilities that say about what's
3 appropriate and inappropriate use.

4 And I think that the Department of
5 Education or the federal government would have a
6 similar responsibility to say what is not an
7 appropriate use at the time.

8 CHAIRMAN SMITH: This test will have to be
9 exactly the same standards that any other test used
10 for a specific purpose.

11 MR. PHILLIPS: Right. And it's iterative-
12 -

13 CHAIRMAN SMITH: And it may not. It may
14 not meet those standards. In which case, it becomes
15 a descriptive instrument and not an accountability
16 instrument. And then you get into the whole
17 preparation issues.

18 DR. ROMBERG: And if it's only the
19 classifying students into categories, then some
20 procedure such as tailored testing would be a whole
21 lot more efficient to be able to say this student is
22 in this category and not have to take all the items.

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1 MR. PHILLIPS: Yes, it wouldn't be as
2 cheap. But let me say --

3 DR. ROMBERG: But that isn't a criteria
4 you posed on us.

5 MR. PHILLIPS: I realize that. This is
6 not -- what we could do, back to this thing here.
7 Bob's thing about the standard error curve. It will
8 look something like this. Which means you've got the
9 less error here in the middle of the test.

10 But, as you say, what we could have done
11 if we wanted to have a different design, this
12 particular design is where individual tests which is
13 intended to measure reasonably well across the whole
14 range. And it's cheap and quick, and things like
15 that. But what we could have done, of course, was to
16 do a tailored test where we'd have a screener test
17 like maybe ten items or so. And then from that, you
18 decide if the student is high, low, or medium. Then
19 you give a hard test, a medium test, or an easier
20 test. And then that would give you -- that would
21 flatten this guy out a little bit, like this, and give
22 you better measurement down here.

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1 So, then you'd get information that looks
2 something like this. You get three of these guys.
3 And so, all those are possibilities. At this point,
4 we're not going in this direction but I guess we could
5 consider that.

6 Other things. So, that items will be
7 released every year and the first administration will
8 be in 1999. These were things -- these are not the
9 purposes of the test and it's not the uses of the
10 test. They are the givens that we had to work with.
11 It's like saying, this is your budget. Now work with
12 that budget. We were given this and we were working
13 with these constraints.

14 DR. LINN: You can tell me when to
15 interrupt you. I'll be very good. When you say
16 release all the items every year, can you imagine that
17 there would be some items that would not count toward
18 the score? Like trials items that would not be
19 released?

20 MR. PHILLIPS: That's a possibility
21 although that's not what I have -- what I'll be
22 discussing. But that's another alternative, like the

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1 SAT where you give the SAT and embedded in the SAT is
2 a field test booklet. The reason that I don't have
3 that here is when I talk about it in a moment, what
4 I'm trying to do -- or, what we're trying to do is
5 separate the field testing from the administration so
6 that when a student takes the test, it's a test for
7 them and they're not contributing information to the
8 government or a contractor. That we'll do that
9 independently of this.

10 DR. LINN: That having -- there are pros
11 and cons, both ways. But it would be it's just a
12 question of how broad we ought to keep the options
13 open at this point.

14 MR. PHILLIPS: Exactly. And I think they
15 are open. And that's another option we can consider.
16 Maybe as I get toward that section in a moment, when
17 I say what we are planning to do, you might see it as
18 a more or less viable option.

19 DR. BURRILL: Can I just go back to that
20 overall. I think I heard the answer but I just want
21 to check. There will be no subscores? You won't do
22 an algebra subscore and a geometry subscore?

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1 MR. PHILLIPS: The plan is not to do that.
2 If, however, we find that you can do that, then we'll
3 consider it. But at this point there's no promise to
4 attempt to do that.

5 If we want to do that, we might -- there
6 are other -- we might increase the multiple choice
7 items. We might increase the length of the test. Or
8 it might be that we find empirically that by golly you
9 can get a score on algebra. So, I think that has to
10 wait. I don't think we should promise at the moment.

11 CHAIRMAN SMITH: One of the things here --
12 One of the means we're going to have is with folks
13 that now produce batteries of tests, states or local
14 districts, or whatever, test publishers themselves, to
15 see how best we can integrate these tests into their
16 existing assessments. That would, then, give them the
17 ability to break it out by algebra if they wanted to.
18 They can add on math items or they could use their
19 test, the test they've already got, and this is an add
20 on.

21 But, as Gary said, we didn't want to
22 promise the subscores, the scale scores, because we

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1 didn't know whether or not the test could sustain it.
2 There are a couple of constraints in what we're doing.
3 Roughly a 90 minute constraint and roughly a -- that's
4 basically it. That's basically the constraint. And
5 we do have some extended response items in it.

6 MR. PHILLIPS: Yes?

7 DR. ESTY: Following up on Gail's
8 question, it's hard to imagine in eighth grade where
9 you have a whole bunch of kids who are taking algebra
10 and a whole bunch of kids who are not taking algebra
11 a single test where the kids who do not have the
12 opportunity of taking algebra are somehow penalized
13 for that because they wouldn't be able to answer the
14 algebra items, if in fact there are algebra items on
15 the test. And just, it seems without any kind of
16 subscores, you're blurring stuff there that would not
17 be very helpful to a parent or a teacher.

18 CHAIRMAN SMITH: Let me try that one,
19 Gary, just for a second.

20 This is obviously a major concern. But
21 the answer to it is that we're trying to break into a
22 cycle. That is, a cycle that's allowed for years, and

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1 years, and years. School districts like Madison,
2 Wisconsin or like Milwaukee, or whatever, not to offer
3 algebra to most of their students. Or prepare them
4 for algebra. Integrate algebra into fourth grade,
5 fifth grade, seventh grade, eighth grade. They just
6 don't do it. And it's, as you know better than I,
7 it's very, very hard to get those districts to do it.

8 We want to be able to have that test out
9 there and it's going to perhaps embarrass some kids in
10 the beginning. We hope to be able to set it up so
11 that they aren't embarrassed. In effect, that -- that
12 in effect who's embarrassed is the school board and
13 the superintendent, and the teachers, in situations
14 where algebra could have been offered and wasn't, or
15 should have been offered and wasn't, until school
16 board members ask the hard question, why aren't we
17 doing this.

18 DR. ESTY: Yes, but will there be
19 information given to the school board that will say
20 the reason that your kids in this school are scoring
21 --

22 CHAIRMAN SMITH: Absolutely. We'll try to

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1 get that information out really, really this year.
2 And say, look, this is what -- this is the kind of
3 thing that's expected, we expect to have on this test.
4 What kind of items we expect to see on this test. We
5 think you should be useful board members when we talk
6 to school boards about this. Useful board members
7 should be asking your superintendent why your students
8 aren't receiving those items. Why only 5 percent or
9 20 percent?

10 DR. ESTY: Plus the released items
11 themselves will, after the first cycle, have that same
12 kind of --

13 CHAIRMAN SMITH: But we're going to -- and
14 we're going to do a huge push over the next two years
15 to try to get all that stuff out. And try to do it
16 tactically, strategically. That is, not just put it
17 out in a bunch of pamphlets that the Department makes,
18 but talk to the school boards and have them work with
19 every one of their members.

20 DR. ROMBERG: I guess I'm still interested
21 in what is reported to parents and teachers. I can
22 see saying reported you're below basic, or you're

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1 proficient, or something. But if you also report and
2 here are the items that you did well on and these are
3 the ones you missed. And so the teacher can say, yes,
4 well, we didn't cover algebra and we didn't do this in
5 geometry. Because one of the problems is that most of
6 us in mathematics don't think of math as a single
7 thing.

8 And so, it's sort of like giving a science
9 test and having biology, physics, chemistry and saying
10 we don't think of it as a subject. We think of it as
11 numbers, and algebra, and geometry, and probability
12 and statistics. And so, by eighth grade it is that.
13 It ought to be that. And if it's not, then, well, it
14 needs to be broken down in such a way that at least
15 the teachers can take the next step.

16 MR. PHILLIPS: Of course. You're right.
17 And there will be lots of algebra items on the test.

18 DR. ROMBERG: There better be.

19 MR. PHILLIPS: Whether or not you can get
20 an algebra score I think is an empirical question at
21 this point.

22 These are some of the things that came

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1 down from above about the test. And then we proceeded
2 to come up with a design for this test. So let me go
3 over some of the things. This is the sort of the guts
4 of the whole thing.

5 First of all, the test will be voluntary
6 in the sense that nobody is required to take the test.
7 The Federal government has no requirements that
8 anybody take this test. The idea is that the test
9 will be developed by the government, endorsed, and
10 monitored and maintained, and stand behind its
11 technical integrity. And it will be used by whoever
12 wants to use it. We're hoping it will be used by
13 school districts, states, test publishers, and others
14 that would want to use this test.

15 DR. PORTER: Let me ask a question about
16 that.

17 MR. PHILLIPS: Okay.

18 DR. PORTER: So, I was wondering what
19 exactly that means. So if a kid doesn't want to take
20 the test, the government's going to say the kid
21 doesn't have to take the test? Or is it up to the
22 state, a state can say everybody's going to take the

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1 test and then that means everybody's going to take the
2 test? How are you thinking about that? Or a parent
3 says I don't want my kid to take it?

4 DR. BURRILL: Who is the volunteer?

5 MR. PHILLIPS: Yes to the latter.

6 CHAIRMAN SMITH: Yes to the latter. The
7 state, the district, the government in fact is the
8 volunteer, local government or the state government.

9 DR. ROMBERG: But not the parent.

10 DR. PORTER: So, if the state volunteers,
11 then everybody in the state does it. If a state
12 doesn't volunteer, then a district could volunteer and
13 everybody in the district --

14 MR. PHILLIPS: State law and rules kick
15 in. It's their policy.

16 DR. LINN: They are adopting that just
17 like any other test.

18 CHAIRMAN SMITH: Just one other item on
19 this. We're going to try to encourage inclusiveness
20 in a way that is not now encouraged in many testing,
21 in many assessments. And so, we're going to really
22 push at that. We want to deal with that later in the

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1 day.

2 DR. PORTER: So, now, what does this mean
3 for state-by-state NAEP fourth grade reading and
4 eighth grade math?

5 MR. PHILLIPS: I think if you could just
6 hold that until the end. There are four or five big
7 issues. That's one of them. What is this related to
8 and how is this related to NAEP and what are the
9 potential for corruption, and for competing, and
10 things like that. That's, if you don't mind, it will
11 be at the end. I have four, maybe five big things and
12 it looks like there are a few other big things coming
13 up the table as well.

14 So, one, it's voluntary. This is
15 important because we're not requiring anybody to take
16 the test. The state could get a license for the test
17 and the state could require students to take the test.
18 Or a school district could do it. But we're not doing
19 it. We're providing the test. We're not
20 administering the test.

21 The other thing is that there is no
22 individually identifiable data from the test, the

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1 actual test administration, given to the Federal
2 government. In other words, we get no data back from
3 the test.

4 So, when the test is licensed, it goes --
5 the data that is collected goes back to the licensee.
6 And then it's scored and a report is made. And that's
7 up to the user of the test. It does not come back to
8 the Federal government. We don't have a data bank.
9 We're not collecting any information on the actual
10 administration. Now, in a moment I'll talk about the
11 equating and all that where we will need to get
12 information on students. But it will be kept
13 confidential.

14 DR. PORTER: So, state-by-state data could
15 come back to you. You just mean individual student,
16 right? You can get school scores?

17 MR. PHILLIPS: No, we might get, like --
18 well, if the state produces a report, we'd get a copy
19 of the report.

20 DR. PORTER: Oh, and that's all.

21 MR. PHILLIPS: Right. No data files.

22 DR. PORTER: And you don't have any

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1 control over that report, either.

2 MR. PHILLIPS: Right.

3 DR. PORTER: You may get very useful data
4 to use out of this.

5 MR. PHILLIPS: That's correct. And there
6 may be different uses of this. See, we obviously need
7 to specify and recommend some uses and some that are
8 inappropriate. Specify the purposes. And we also
9 might make recommendations as to how the data should
10 be reported.

11 DR. PORTER: But you're not going to make
12 any requirement?

13 MR. PHILLIPS: I don't think so. That
14 will be a part of the license which still needs to be
15 worked out. Which is what will we require of the
16 licensee to use the test. And we're also hoping that
17 the contractor, that the successful bidders on the
18 RFP, will have a proposal that will zero in on some of
19 these things as well.

20 So, no individually identifiable data from
21 the test, the actual test administration, is given to
22 the Federal government. This is very important

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1 because it shows that we're not collecting data on
2 individuals and this is really not for the Federal
3 government. This is something that the Federal
4 government is doing to help states and school
5 districts.

6 The test will be consistent with standards
7 for the educational psychological testing. And I'm
8 assuming if the new standards are out soon, we'll be
9 looking -- we'll be consistent with those as well.

10 And, we do want the test to be
11 psychometrically and from the testing professional
12 point of view, acceptable, and to meet legal
13 challenges, and things like that. So, all those
14 standards will be brought to bear on the testing.

15 We want to have inclusion criteria which
16 would still need to be developed. And appropriate
17 accommodations will be required. Now, I said
18 appropriate because I don't know what those are yet.
19 We have to -- this is another one of those things that
20 we need to think through. And I think probably a
21 general principle is that whatever the school is
22 willing to provide, that certainly is a useful

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1 accommodation.

2 And there might be ones that we provide.
3 I don't know. It might be that we'll provide, for
4 example, large print or braille. Or, in math, maybe
5 a Spanish version. I just don't know what we'll do
6 because those decisions haven't been made yet. But
7 there might be something that we would provide and in
8 addition to that, there would be accommodations that
9 the school or the testing site would provide.

10 It's going to be an individual test in
11 reading, grade four, and math in grade eight.
12 Parallel forms from year to year. This means we're
13 going to be in the test equating business, not the
14 test linking business. And so, we will be doing the
15 same things that most test publishers do. Well, all
16 test publishers should do. And that is to be
17 extremely concerned about parallelism, form to form,
18 and that sort of thing.

19 So there will be built into the work that
20 the government does procedures to develop parallel
21 forms during each administration. I'll get to that in
22 just a moment when I get to the assessment cycle. And

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1 so, we are going to be doing this as an equating
2 problem, not as a calibration or a linking, or a
3 moderation issue.

4 There would be using scale scores. This,
5 of course, is not -- this is just my idea at this
6 moment. This is not something -- again, this is not
7 cast in stone. One of the virtues of scale scores is
8 that you can do a lot of statistical work with them.
9 The down side is they don't make sense to anybody.

10 On the other hand, if you use percent
11 correct, they make a lot of sense but you have a
12 difficult time dealing with them. So, we might try to
13 do some combination of both because we want it to be
14 both statistically correct and to make sense to the
15 general public. So, there might be scale scores
16 embedded in there that's not seen by the public and
17 what's produced is a percent correct metric that makes
18 sense. And if we do that, then we would have
19 something like basic, proficient, and advanced
20 expressed, maybe, on the percent correct metric.
21 Something like that.

22 But there is, I assure you, a major

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1 commitment that this has to make sense to parents, the
2 teachers, and no funny stuff with the statistics.
3 It's got to be -- it's got to make sense.

4 This is a critical piece right here in
5 terms of the design of this. What we would like to
6 do, although we still need to have more conversations
7 about the TIMSS framework. What we'd like to do is to
8 base the test on the framework for NAEP and TIMSS but
9 not necessary use the same items and not use the same
10 test item specifications.

11 So, in other words, we'll take the same
12 framework. This is the real trick to how this thing
13 will work. This is the essence of it. Take the same
14 framework, develop a different type of test based on
15 a different set of specifications, and therefore have
16 a different set of items. The content, the framework,
17 is still the same.

18 DR. PORTER: So, the equating is still
19 possible to the TIMSS for those --

20 MR. PHILLIPS: No, that's linking. That
21 would be linking.

22 DR. ROMBERG: That's linking.

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1 MR. PHILLIPS: It means we'll have a lot
2 of content overlap which facilitates the linking.
3 When you go from year to year with the same test,
4 that's equating because it's the same identical
5 content with the same item and test specifications.
6 When we go from the new test to NAEP or TIMSS, it's
7 same framework so the content -- should be a lot of
8 content overlap. But the item specifications are
9 different so we're into a linking sort of procedure.

10 DR. VENEZKY: Gary, can I just raise a
11 question about the framework?

12 MR. PHILLIPS: Yes.

13 DR. VENEZKY: Have you looked carefully at
14 the implications of what the President is asking for
15 in terms of framework as opposed to what NAEP does at
16 fourth grade reading?

17 MR. PHILLIPS: What are you referring to?

18 DR. VENEZKY: Well, if you take the
19 implication seriously, what you would be setting up
20 for a framework for fourth grade reading is in fact
21 what students need for fourth grade.

22 MR. PHILLIPS: Yes.

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1 DR. VENEZKY: That's clearly not the NAEP
2 reading framework.

3 MR. PHILLIPS: Well, the NAGB would say
4 this. NAGB would say that the framework in reading is
5 what students should be able to do.

6 DR. VENEZKY: All right. But if you look
7 at how the framework was derived, it comes as much
8 from a model of someone's opinion about the process of
9 reading and it's not an applied practical model. That
10 is, nobody, as far as I remember from the NAEP
11 framework, ever sat down and asked, now, how much
12 science reading involving integration of data do we do
13 in the fourth grade. How much narrative inference
14 main point of story do we have to do. And then build
15 a framework from that. The framework comes much more
16 from more of a matrix of all right, there are these
17 tasks involved in the reading process, these kinds of
18 text. So let's now generate items by selecting cells.

19 MR. PHILLIPS: I don't know how to answer
20 that one. A lot of people like the NAEP framework and
21 a lot don't.

22 DR. VENEZKY: I'm not for or against it so

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1 much as to say that I think I see a difference.

2 CHAIRMAN SMITH: Dick, I think that it's
3 interesting. One of the things that we need from all
4 of you -- probably going to go with NAEP so we're
5 probably not going to do it in the context of what the
6 tasks are that kids need to do. But we can certainly
7 elaborate around it when the materials go to teachers,
8 when we think about ways of getting information to
9 parents and to the classrooms, and so on. We can take
10 a strategy like that, an approach like that, or a goal
11 like that. Make those kinds of tests clear to people
12 because it gives it a much more practical purpose.
13 And even though we're testing the process, we
14 acknowledge that there are these purposes and we want
15 people to understand them.

16 That would be, of course, in order to
17 construct that test, that assessment, would take a lot
18 longer than the two years we've got. And maybe down
19 the line we do construct it as a some sort of inter-
20 parallel test or an add on to it.

21 I think what I'd like to see folks to
22 think about are creative ways of using observations

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1 like that to eliminate the issues for parents and for
2 teachers.

3 DR. VENEZKY: Well, the other direction to
4 think about is that the NAEP reading framework has
5 changed almost every four years.

6 CHAIRMAN SMITH: Yes, right.

7 DR. VENEZKY: We need a faster cycle in
8 this.

9 MR. PHILLIPS: The framework has not
10 changed in NAEP since 1992 in reading when it was
11 developed.

12 DR. VENEZKY: I think prior to '92 there
13 were changes. Ninety-two to '94 --

14 MR. PHILLIPS: It was not changed.

15 DR. VENEZKY: The framework didn't change.
16 Some items.

17 MR. PHILLIPS: Well, a third of the items
18 are retired and a third are replaced.

19 DR. VENEZKY: No, I'm thinking more of the
20 longer response items that were added in '94.

21 MR. PHILLIPS: That's right.

22 DR. VENEZKY: That imply a change.

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1 MR. PHILLIPS: Except it's not a change in
2 the framework. It's a change in the specifications
3 for the test. And it's important to keep in mind the
4 difference. It's a framework, which is the overall
5 content. And the specifications is what translates
6 the framework into a test.

7 DR. VENEZKY: You're right about that
8 part.

9 MR. PHILLIPS: One other thing to keep in
10 mind, the reason I put these prior goals up there is
11 that even though we may not like it, we do have these
12 constraints. Like, if we didn't have to get into the
13 field in 1999, we could do a lot of things a little
14 different. But, we have to get in the field in 1999.
15 And so, given that constraint, we have to come up with
16 something that is technically sound and that's what
17 we're trying to do here.

18 DR. ROMBERG: Well, Gary, you may want to
19 -- you may want to commission someone to take a look
20 at both the NAEP framework and the TIMSS framework in
21 terms of current thinking in the subjects. And say,
22 here's the strengths of that and here are the

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1 weaknesses associated with current research in those
2 areas. Because you're going with an existing set of
3 frameworks that were based on a whole lot of ideas,
4 maybe they're sound. And they certainly have some
5 strengths, but they also have some weaknesses. And
6 being aware of that.

7 MR. PHILLIPS: The other -- Sorry, go
8 ahead.

9 DR. BURRILL: This has nothing to do with
10 the framework but it has something to do with the
11 basic design and I don't know if it's ever been talked
12 about before, but it's where I come from. But if this
13 is going to work, then the test -- the reporting not
14 only has to make sense to the parents and to the
15 teachers, but the giving of the test has to make
16 sense to the kids.

17 MR. PHILLIPS: Right.

18 DR. BURRILL: And in the basic design that
19 you're thinking about, there has to be a way that kids
20 can understand what they're supposed to be doing and
21 why. And that's not usually the part. Because one of
22 the reasons why we have such failure in some of our

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1 places is the kids just don't play the game.

2 MR. PHILLIPS: Right.

3 DR. BURRILL: And so, in the design we
4 have to think about ways to get them engaged in
5 playing this game.

6 CHAIRMAN SMITH: Gail, could you think
7 about that for the next couple of hours and figure out
8 a way for us to be able to do that. That would be
9 great.

10 MR. PHILLIPS: Your practical advice would
11 be appreciated on that.

12 We want to -- since the test will be based
13 on the NAEP test framework, we'd like to link the test
14 to the NAEP and TIMSS. That this new test, like we
15 said with the national reading test, would give a
16 reading score and give a predicted NAEP score. So we
17 have two scores associated with it. One from the test
18 itself and one from the prediction of what the student
19 would have gotten had he actually taken NAEP. And
20 that's how we get the standards on this test. That's
21 where we get the basic proficiency bands, would be
22 from that predicted NAEP score.

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1 Centered around the TIMSS score, we'd get
2 a score on the national math test and we'd get a
3 predicted score in the TIMSS test. We made up -- we
4 will not call it predicted. We'll call it something
5 else. But statistically that's what it is. We'll
6 call it, I don't know what.

7 We're also thinking of having this to be
8 up to 90 minutes of testing time. 90 minutes is quite
9 a bit of time but a lot of the time can get eaten up
10 by performance type items. So, even though you have
11 90 minutes, you may not be able to do a whole lot of
12 items because the time it takes to administer the
13 performance items. On the other hand, you want to
14 have some performance items in there because they tap
15 aspects of the proficiency domain that really can't be
16 tapped all that well with multiple choice items.

17 But we think 90 minutes is about the right
18 amount of time. NAEP tends to be around an hour. In
19 some cases it's almost up to this now, but a lot of
20 that is performance items on NAEP. For example, in
21 the recent science test, I think 80 percent of the
22 student's time is spent on performance items. So,

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1 even though you're spending a lot of time, you don't
2 get a lot of items is what I'm saying.

3 This 80 percent multiple choice and 20
4 percent constructed response is just an initial sort
5 of ball park figure. I think this will be left up to
6 others to decide on this to make the case and make it
7 different. The idea here is we wanted to have a blend
8 of multiple choice items because we need more items.
9 We also wanted to have short constructed response and
10 at least one extended constructed response item.

11 DR. LINN: Those percents are ball parks
12 in terms of number of items as opposed to amount of
13 time?

14 MR. PHILLIPS: No, this is the items.

15 CHAIRMAN SMITH: Comes out closer to
16 50/50.

17 DR. LINN: Right. But constructed
18 response, that's a big domain.

19 MR. PHILLIPS: Right.

20 DR. LINN: You have -- one of them you're
21 saying is big, or lengthy, relatively, to the others.
22 They obviously can't be real lengthy.

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1 MR. PHILLIPS: Right.

2 DR. LINN: Like an hour if you have a 90
3 minute test.

4 MR. PHILLIPS: Right.

5 DR. LINN: So, what sort of constructed
6 response items are you thinking about?

7 MR. PHILLIPS: Well, I was thinking --

8 DR. LINN: One minute constructed response
9 items? Two minute items?

10 MR. PHILLIPS: -- like what we have in the
11 NAEP test where you might spend ten minutes reading
12 and five minutes writing, or something like that.

13 DR. LINN: For your big one?

14 MR. PHILLIPS: Yes, for the big one.

15 DR. LINN: How about the other --

16 MR. PHILLIPS: I'm not thinking of
17 anything like in NAEP we spend an hour writing on one
18 item. I'm not thinking of that.

19 DR. LINN: But I'm just trying to get some
20 -- the other constructed response are obviously going
21 to have to be much shorter than that.

22 MR. PHILLIPS: Yes. And I'm also not

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1 thinking about like in science where you have package
2 of beakers and seeds, and --

3 DR. LINN: Right. Right. All I'm trying
4 to get at is that it seems to me that there may be
5 something of a trade off here if you had more
6 constructed response that are really quite short, but
7 they're not multiple choice. I mean, short in terms
8 of how much time you assume a kid is going to have.
9 And that enables you to do a little bit of what you
10 want him to do.

11 DR. ROMBERG: The other thing I think you
12 ought to take a look at in terms of the constructed
13 response are the kinds of things that other countries
14 do when they give exams. Which is a bigger problem
15 but lots of hierarchial questions, going from
16 relatively easy about this context to more difficult.
17 So that while you're talking about a big complex
18 problem that you're going to work on for maybe 30
19 minutes, you're going to get about half a dozen ten
20 scores out of it in terms of what the student is
21 doing.

22 MR. PHILLIPS: It turns out,

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1 unfortunately, the scores are not independent. And so
2 you can --

3 DR. ROMBERG: No, no. You can create them
4 so they are independent. I mean, that's what many of
5 the others --

6 MR. PHILLIPS: It's hard to do that when
7 you have the same -- this is another debate. But when
8 you have a single passage and you're responding, let's
9 say, five items to that same passage. The trouble is
10 if you don't get the passage, then you're going to
11 miss all five items. And that is not really five
12 independent pieces of information about your reading
13 ability. It's really one.

14 But it's a whole different --

15 DR. ROMBERG: Yes, it's a different --

16 DR. VENEZKY: Gary, is there an assumption
17 here that one central agency is scoring all of these
18 constructed responses?

19 MR. PHILLIPS: No. I'll get to that in a
20 moment but that's not an assumption. The assumption
21 is that we will -- the contractor will provide a
22 license to an agency like a school district. The

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1 school district is responsible for scoring. And part
2 of the licensing agreement is they have to agree to
3 meet certain requirements so it's done by a school
4 district. Now, how the school district does it, they
5 might do it by their own local people. They might
6 hire out as a contract. Or, they might go back to the
7 contractor and say, I want you to do it for me.

8 DR. VENEZKY: I'm more concerned with the
9 issue of comparability in scoring.

10 MR. PHILLIPS: Yes. If you'll hold that,
11 that's one of those big ones. That's a big issue and
12 we need to spend a lot of time talking about that. I
13 have some ideas but I don't have it completely worked
14 out and I think we need to maybe talk about that.

15 So, as you can see, again, then the mix
16 here is we do want to have a mix of these both type of
17 items. And of course, there will be a lot of -- a lot
18 of work will go into choosing this one extended
19 constructed response item. It's got to be a really
20 good one and you've got to have a new one each year.
21 So, a lot of work has to go into that.

22 CHAIRMAN SMITH: Do we have any data,

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1 following your question. Would it be better in terms
2 of some measure of validity to have five shorter
3 constructed response than one long extended
4 constructed response?

5 DR. LINN: That's a -- I think that's a
6 tough question in terms of validity because -- what is
7 easier to answer unfortunately is not the validity
8 question of what's going to help you with the
9 generalized ability. And probably it does help you
10 more with the generalized ability to have five of the
11 shorter ones. But, the trade off is, in my mind as to
12 thinking about the policy purpose of all of this. And
13 that is what I would argue for keeping one 15 minute.

14 Say, you can imagine one 15 minute item
15 and -- so, suppose you're dividing your 90 minutes
16 into 45 minutes for multiple choice, you can get, say,
17 35 items there. And you divide your other 45 minutes
18 into one 15 minute item. That leaves you 30 minutes
19 for half a dozen five minute, or you could do the
20 arithmetic. So, you can divide it up that.

21 And I would -- and this is more policy
22 than technical, I have to admit. So I'm speaking at

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1 things that I shouldn't be talking about. But it
2 seemed to me that it would be better to have that even
3 though you might get a little more precision by
4 pushing more multiple choice items into that second 45
5 minute period. And that's because I believe
6 that it helps send a kind of message that's useful.

7 CHAIRMAN SMITH: No, I think that's the
8 kind of policy item we should be -- you all should be
9 weighing in on this kind of issue, exactly.

10 DR. VENEZKY: I think it would be hard to
11 sell this as a valid test to schools and school
12 districts over the coming years without some extended
13 reading.

14 CHAIRMAN SMITH: I agree.

15 DR. ROMBERG: We might be able to do
16 something that is done in, say, Australia, where they
17 give an extended response but then the students are to
18 take it home and work on it for a few days and return
19 it. It's a reason extended response test.

20 DR. VENEZKY: We have other ways to test
21 parents.

22 DR. ROMBERG: But they even had a

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1 procedure for dealing with that. But it's a question
2 of saying, this test is only going to test some of
3 what we really think is important. And there are
4 other things that we can't even do in a 15 minute
5 item.

6 CHAIRMAN SMITH: You recall that one of
7 the things I said was we want to -- we want to
8 elaborate this assessment in effect with other things.
9 And it may not count in the score, per se, but that
10 would be available to the kid's parents, teachers, and
11 so on, to think about the kinds of things we might --

12 DR. VENEZKY: Is that on the agenda? We
13 going to talk about that?

14 CHAIRMAN SMITH: Sure.

15 DR. VENEZKY: Later on.

16 DR. ROMBERG: Yes, because I agree.

17 CHAIRMAN SMITH: That kind of thing is the
18 most important thing. That is, that there's a whole
19 bunch of technical items we've got to solve but we've
20 also got to figure out how to propel this thing so it
21 has an overall positive, or strong, leveraging effect.

22 DR. PORTER: But the one has to grow out

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1 of the other.

2 CHAIRMAN SMITH: Right.

3 MR. PHILLIPS: As I mentioned before, we
4 will provide a math and reading predicted score. The
5 reading based on NAEP and the math based on TIMSS. We
6 also had another important ingredient here of the
7 assessment is the assessment cycle is an important
8 design feature. And again, this assessment cycle
9 comes out of the fundamental idea that we're going to
10 have a single test. It's not going to be a tailored,
11 targeted test. It's going to be a single test.

12 If we were to have a targeted test, we'd
13 have a different assessment cycle. Things would be
14 set up differently. Or, if we had the kind of test
15 like the SAT gives, we could embed parts of the -- in
16 part of the test could be embedded certain items which
17 we could then be field testing while it's being
18 administered. But since we're not administering it,
19 it's not a good idea to have stuff embedded in there
20 that we're not responsible for its technical -- we're
21 not there to watch to make sure it's being done
22 correctly.

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1 So, this, I think it's at this point is
2 the best way of going under the assumption it's a
3 single test. And all the technical work is being done
4 under the control of a contractor which we fund.

5 So, basically, I'll show you a chart in
6 just a moment, in the year 1, we do the item writing
7 and the item pilot. In year 2, we do the field test,
8 equating study, the linking to NAEP and TIMSS. And in
9 year 3, we would do the administration and the
10 reporting takes place. Not our reporting. I probably
11 should take that off there, reporting. It's really
12 administration. Reporting is done by the licensee.

13 DR. LINN: Are you thinking of having a
14 window during which it can be administered?

15 MR. PHILLIPS: Yes, probably April, May,
16 one of those two, or some combination, in the spring.
17 And let me show you the schedule so you can see what's
18 going on.

19 Here would be an example of the general
20 schedule. Now, one of the big issues I'll be talking
21 to you later is 1997, the trouble is that we're
22 starting to work with the contractor right about here

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1 in September, but a lot of work needed to get done
2 back here. And so, we need to find ways of getting
3 that work done either by getting the contract out
4 faster, which the Contracts and Grants people don't
5 like to hear, or getting the work done independently
6 of the contractor. But that's one of the big issues
7 I'll talk to you about at the end of the day.

8 But let me first of all describe what I
9 think is the assessment cycle. It's a three year
10 assessment cycle, and it's an annual assessment cycle.
11 So, we're out there every year. So, in the year 1999,
12 this is the cycle and this is the calendar year.
13 We're in the field in '99, 2000, 2001, 2002, and 2003.
14 Now, to build up to that, let's take the year 1999 as
15 an example. To built up to the year 1999, we have to
16 be doing item writing which should be taking place
17 January/February. See, we have a problem with '97.
18 We don't have this problem in any other year. Just
19 the start up year. Doing an item pilot in April and
20 May of that year.

21 Second year is the field test. Let me
22 talk for a moment about some of the thinking that went

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1 into this. The idea is that at the first year we're
2 writing items. And you want to get good statistical
3 data on the items. Second year you're assembling
4 those items into forms and, for example, we might be
5 writing 200 to 300 items each year for each
6 assessment. And then what you want to do is to get --
7 after you've written the items. They've been edited.
8 And everything looks good and it's gone through bias
9 reviews and things like that, and so from a content
10 point of view, there's no problem with the items.

11 You then pilot the items in April and May.
12 And you want to do it at the same time that you plan
13 to be field testing and administering the test. The
14 purpose of the pilot is to get statistical data on the
15 items to help you assemble them into forms. You want
16 to know which are the easy, which are the hard, which
17 are -- which discriminate, which ones don't. And you
18 can also do statistical work on bias, for example, in
19 item data. So, you need to get a good sample. This
20 would be done by the Federal government by way of a
21 contractor. It's funded by the Federal government by
22 way of a contractor. And this is for -- invisible to

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1 the user of the test. This is all done for them.
2 It's part of the development process.

3 Now, after the pilot year, you've now got
4 your items ready. You now want to put them into
5 forms. That goes into the second year. Field testing
6 which would, again, be in April or May. Now, what
7 we'll be field testing -- I'm just making up a number
8 but I'm assuming like a half a dozen or so forms.
9 These are potential booklets that we'll be using in
10 the next year. And so, let's say we do a half dozen
11 of those. Some of them will not work out so we will
12 not want to use them. Some of them will work out, so
13 we have to make a decision which is the one we're
14 going to use the next year in the actual
15 administration.

16 DR. LINN: You're thinking of making that
17 decision on a whole booklet basis?

18 MR. PHILLIPS: Yes.

19 DR. LINN: I mean, it seems much more
20 likely that you're going to find a few items that you
21 don't like and the pilot test, unless you've got an
22 awfully big sample, you're not going to get dependable

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1 -- and stuff like that.

2 MR. PHILLIPS: That's a detail, that might
3 be the case. It might be that of all these six forms,
4 there's just no items in tact. No booklets in tact
5 are what you want. So you may have to do some item
6 replacement. That's a possibility.

7 One of the nice things is once this gets
8 started, again, the big problem is only in the start
9 up year. Once this gets started, again, the big
10 problem is only in the start up year. Once this gets
11 started, you can, let's say in 1998 I have six
12 booklets. Three of them have problems. So, I don't
13 want to use those in '99 but I might use them in 2001.
14 So, I can fix those items, readminister them again in
15 the year '99 in preparation for a future year.

16 So once you get started, you can start
17 building a bank of --

18 DR. LINN: No, I agree. All I was
19 reacting to is I don't think you want to get into the
20 box of saying you're going to make a decision that
21 you're going to take the whole form, especially a new
22 one.

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1 MR. PHILLIPS: So, in '98, we're doing
2 four from -- what the contractor needs to do is to
3 draw four samples in 1998. First, there will be the
4 field testing of forms. And this, let's say, might be
5 a half a dozen. Those have to be administered to a
6 national probability sample, a random sample. The
7 data are kept confidential. And it's given to a
8 probability sample. And from that information in the
9 field test, we will be able to -- see, in '98 we don't
10 have a test we're equating to, but in the year 2000
11 we'll be equating the new test forms to the test that
12 we're currently administering.

13 Let me give an example of what I mean. I
14 probably should have used the year 2000 instead of '99
15 to discuss this. In 1999, when we're doing the field
16 test, what we're doing is we're field testing in
17 preparation for the year 2000. What we want to do is
18 we want to take those tests that, the field test
19 forms, the six of them, and equate them to what we
20 gave in 1999. So, we will have at least one of those
21 ready for use in the year 2000. Is that clear? Okay.

22 So, but there will be four samples drawn

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1 by the contractor, or contractors. One is to do the
2 field testing which is the creation of the next test
3 for the following year. It will be equated to the
4 test you're administering this year. So that in '99,
5 we're field testing forms for the year 2000, equating
6 it to the year '99.

7 The equating of the old test to the new
8 test, that's being done in that sample. We need to
9 have another sample that will draw -- that will equate
10 NAEP to the new reading test. And what we'll do here
11 is NAEP is in the field in February. This new reading
12 test will be in the field in April/May. And what we
13 do is we take a sample of students that took the test
14 in NAEP in reading and administer the new test to that
15 same set of students so we get a good linking between
16 the reading and the new test.

17 We do the same thing with a separate
18 sample of students taking the TIMSS test and taking
19 the math. Both of those can be done in April because
20 TIMSS, I think, was administered in April or May, and
21 so they're both in the field at the same time.

22 Now, all this is the work that will be

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1 done by the contractor and it will be invisible to the
2 user, funded by the government, and therefore
3 monitored by us to make sure that it's done well. The
4 net effect of this is, let's say, for the year 2000,
5 when you finally get to the year 2000, you've already
6 got several test forms that were equated to the year
7 1999 back here and they're now ready for use in the
8 year 2000. And as Mike said, as soon as the window
9 closes down, we release that form in its entirety
10 along with scoring guides, other materials that go
11 along with it, and we're now ready -- as soon as it's
12 released, we're now ready -- we already have in hand
13 the form that we intend to use the following year.

14 So, for any assessment, let me take the
15 year 2000, again, so I can get out of this problem up
16 here. Any year like, let's say, the year 2000, we're
17 doing three things. We're administering the year 2000
18 test. We're field testing the year 2001. And we're
19 developing items for the year 2002. All those are
20 going on simultaneously every year. So, we get into
21 a cycle and then it starts building efficiencies once
22 you get started. And that's what keeps the whole

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1 thing going.

2 Is that clear? That's the basic concept
3 here.

4 CHAIRMAN SMITH: I guess one of the
5 questions, obviously, we have, it's -- that I have.
6 We're doing on any -- either one of the tests, let's
7 just take for a moment. We're both linking it and
8 equating it to past tests or a past test.

9 MR. PHILLIPS: We're equating it to a past
10 test. We're linking it to NAEP.

11 CHAIRMAN SMITH: Right. Right. Now, the
12 questions is, does it -- is there -- what's the
13 probability of drift in these situations? Where are
14 the big potential problems, where are the potholes in
15 this?

16 MR. PHILLIPS: Can I mention one thing?
17 What you need to do -- I don't have it up here but
18 what you need to do is you can either build in right
19 away, or as whenever you think it's appropriate, an
20 equating study that checks for drift. So you go back
21 to the original form, for example. You include that
22 in there.

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1 By the way, this can work very nicely
2 within the context of NAEP because, for example, you
3 can have -- in a school, it's like a bib spiral. I'll
4 have -- I could have the base year formed. Let's say
5 I'm in the year 20002. I can include the base year
6 form as one booklet. I can include this form, this
7 form, and this form, if I want to check my drift. And
8 the SAT and all testing programs do that from time to
9 time. If you look at the flow chart on the equating
10 for the SAT, it's like a bowl of spaghetti. It's all
11 over the place where they try to keep track of what's
12 going on. We would do the same thing.

13 DR. LINN: Another kind of question. It's
14 sort of not you need to link to NAEP and TIMSS every
15 year. I think my feeling would be that you need to do
16 that periodically because the two main well, the TIMSS
17 I don't know about. NAEP and this national test might
18 drift apart over a period of time. It's not clear
19 that it would have to be done every year. The trade
20 off would be how you deal with adjustments when you
21 find them every two, or three, or four, years, versus
22 how to do it every year.

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1 MR. PHILLIPS: I agree with you. But I
2 would recommend that we do it until we decide we don't
3 need it as opposed to not doing it and then deciding
4 that we should have it.

5 CHAIRMAN SMITH: That may be.

6 MR. PHILLIPS: So, you would do it on an
7 annual basis until it becomes clear this is not
8 something you need to do every year. And then do it
9 every other year.

10 CHAIRMAN SMITH: Yes, and, of course,
11 there's another point of view that says -- it would
12 hurt me to say this but, if this test really becomes
13 the main thing, it will be more important to see how
14 it goes back to last year than it will be to how it
15 links to TIMSS. It took -- it's easier for me to say
16 that part, that took place ten years ago than how it
17 links to NAEP this year or last year.

18 MR. PHILLIPS: So, this is the basic idea
19 and, again, the important thing here is once we get
20 past these couple, first couple, years here, we should
21 be in an operational mode where everybody knows what
22 to expect and the same things are happening each year.

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1 And as time goes by, you might want to build in
2 additional studies to check things out, to do this or
3 that. And so, that would be another sampling to draw.

4 So, the basic infrastructure would be in
5 each year you're working on three assessments. Each
6 assessment cycle is three years and in each year
7 you're doing three assessments. Administering one,
8 field testing the next one, and developing items for
9 the following one.

10 Any other questions about that?

11 Dave?

12 MR. SWEET: You say you're administering
13 one. That's actually licensees are administering?

14 MR. PHILLIPS: Yes, the licensee is
15 administering. We're not administering. The licensee
16 will --

17 MR. SWEET: You won't be administering
18 any. There won't be any special sample or anything
19 like that that you're administering?

20 MR. PHILLIPS: No, we would -- the
21 contractor needs to do this work to develop the test.
22 So, the contractor is going to be administering. To

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1 do the statistical work, equating and linking, and
2 calibration, and all of that, the contractor has to do
3 that. But the actual test itself, after it's
4 developed, is administered by a licensed test site.

5 COMMISSIONER FORGIONE: You might want to
6 say there's -- we're proposing three RFPs. One for
7 the linking, one for the math, and one for the
8 reading. And what Gary was just talking about, the
9 linking, would be in that scope of work.

10 MR. PHILLIPS: Right. That's right.
11 Three RFPs. This is where we are today. But we do
12 have to get some decisions on this quick because we're
13 writing the RFP as we speak. Do one for reading, one
14 for math, and one for the statistical work. And so,
15 this also is related to advisory groups.

16 We also want to have advisory groups and
17 we would have on each subject, let's say on reading,
18 we would have an advisory group that would be advisory
19 to the contractor, not to the government. And the
20 group would -- and we'd have to work on who's going to
21 be on that, what the characteristics of that group
22 would be. Obviously you have content people, things

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1 like that, on, let's say, reading. We also want to
2 have a technical group and there might be one
3 technical group for all of them or each might have a
4 separate technical group. All of those are all things
5 that we need to work through for the RFP.

6 So, there would at least be two groups of
7 advisors and one is a policy oriented sort of group,
8 content oriented, and one is a technical group. And
9 both of which would be advisors to the contractors,
10 not to the Federal government.

11 DR. ESTY: Can we raise just one issue
12 here that may be appropriate at this point. There are
13 so many cases where testing has gone out to a
14 contractor and you have an advisory group. You have
15 a math advisory group, for example. But the testing
16 people, the people who are developing the items, do
17 not have any expertise at all, or very little, in
18 developing math items. And so, the advisory group
19 comes in and says, oh, these are terrible or, you've
20 got to change these. Is there some way of putting in
21 the RFP the requirement that the contractor have on
22 site as an employee somebody who is expert in

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1 mathematics or mathematics education?

2 MR. PHILLIPS: Sure.

3 DR. ESTY: As a requirement.

4 MR. PHILLIPS: We did that in NAEP.

5 DR. ESTY: Yes, we --

6 MR. PHILLIPS: We can do that. Sure.

7 DR. LINN: Then they would all say they
8 have it now. How you make it a real requirement --

9 DR. ESTY: Yes, I guess that's the
10 question.

11 MR. PHILLIPS: So you're not happy with
12 the status quo in other words?

13 DR. PORTER: You mean you want a real math
14 expert.

15 DR. ROMBERG: Another question. I'm just
16 trying to think back to Andy's question earlier about
17 the purpose of all of this. And I'm trying to just
18 think of what are the consequences. If I were a
19 parent and you're reporting to me at fourth grade
20 reading about my student this year, I'll never get any
21 other data on their reading. It's only this year.
22 That's the only time that I'll get any information

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1 from this source.

2 And so, the question now becomes -- and
3 now, the teacher will get it. And it's a nice cross
4 sectional data, this year fourth grade, next year
5 fourth grade. That's reasonable. But I don't have to
6 have that on every kid if what I'm talking about is a
7 group score and looking at cross sectional data. I
8 mean, that's what NAEP does already.

9 So, I guess the question is, why every
10 individual kid is being administered this if all I'm
11 going to do is get scores on the kid once on reading
12 and once in math in their lifetime. I have no way of
13 judging growth or change of this individual. As a
14 parent, I could care less unless you're going to tell
15 me more than one data point.

16 MR. PHILLIPS: Would you like us to give
17 it every year?

18 DR. ROMBERG: I didn't say that.

19 CHAIRMAN SMITH: Let me answer the
20 question. This is a one shot. No question about it.
21 And if a school is to provide other data to the parent
22 about reading or math, we expect the parents to throw

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1 out the school board to --

2 DR. ROMBERG: Throw out this test.

3 CHAIRMAN SMITH: Well, not throw out the
4 test. No, no. It's a different issue. I mean, what
5 you're doing -- no, no. The test, by itself, is not
6 going to solve any problem.

7 DR. ROMBERG: That's right.

8 CHAIRMAN SMITH: What the test is going to
9 do is highlight a problem. Those parents don't know
10 before their kid reaches fourth grade that these kids
11 are in trouble. Those parents should go berserk.
12 Absolutely berserk.

13 I mean, we have data bases -- if their
14 data base that points out that kids in inner cities
15 get A's and they do equivalent C work, the kids in the
16 suburbs, when they're on some sort of independent
17 measure. I mean, that is -- that's bad stuff. And a
18 big part of this is to try to highlight that and get
19 rid of it. And begin to hold schools and districts
20 accountable for things that they haven't been
21 accountable for before.

22 Now, it's going to be -- there are going

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1 to be times when the test is misused. There are going
2 to be times when districts don't follow up and parents
3 don't know any better to get in there and act
4 politically. But this is a political statement as
5 well as an educational statement. And it's a
6 political statement saying that we need to change the
7 way a lot of schools in this country are operating.

8 DR. ROMBERG: The question whether testing
9 every kid on every item --

10 CHAIRMAN SMITH: Well, because you got to
11 get down. NAEP isn't doing it. NAEP isn't doing it.
12 It's other kids take NAEP. It's just like a survey.
13 I never get asked those opinion questions so therefore
14 I don't believe them. And it's not my kid, anyway.
15 I know my school's doing a good job. I mean, you hear
16 that over, and over, and over from the parents.

17 Now, we're going to put around this all
18 sorts of other stuff and that's what we need your help
19 on, as well as other things. But, it's what are those
20 other things that the parents should be expecting from
21 schools before, in kindergarten, first, second, and
22 third grade. After that, if a kid doesn't do well,

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1 then what should the parents be expecting from schools
2 students. Some help for those kids in fourth grade,
3 fifth grade, sixth grade, seventh grade, in ways that
4 they're now not getting help. At least they're not in
5 reading. And in eight grade, you begin to need to
6 change those curriculum. Ways that we all know about
7 but that we haven't had the clout to accomplish.

8 So that's the answer to it. This is
9 clearly -- this is a big flashing light. This is not
10 an answer. It's a big flashing light that says alarm,
11 alarm.

12 DR. PORTER: So, I take it that this is
13 going to be run out of NCES? That's why you're up
14 here and Pat's here?

15 MR. PHILLIPS: No. No, no, no.

16 CHAIRMAN SMITH: He is working on OERI's
17 time.

18 DR. PORTER: As a member of ACES, I was
19 just curious.

20 COMMISSIONER FORGIONE: The linking work,
21 the technical work, that we will give oversight to but
22 the other parts of it I think move over. And

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1 definitely our charter doesn't allow us to collect
2 individual data. Therefore, we could not operate a
3 system and might jeopardize our charter.

4 MR. PHILLIPS: I'm speaking as an OERI
5 person today, not as an NCES person.

6 CHAIRMAN SMITH: Let's push at this --
7 Where are the holes in this? Or, where are the
8 problems, potential problems in this structure?

9 MR. PHILLIPS: This is critical right
10 here, this one little chart.

11 CHAIRMAN SMITH: Can the existing
12 potential contractors, imagine who they are and we can
13 only do that, can they handle this?

14 DR. PORTER: To me, it seems somewhat
15 standard. And the one thing that I would worry about
16 is the thing that I mentioned earlier, which is to the
17 extent that you have -- use a TIMSS framework and a
18 NAEP framework but somehow you change the test
19 specifications within the linking, you can do the
20 linking but what would be the quality of the linking.
21 That seems an issue. How similar the tests are that
22 you end up with to the test that you're trying to link

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1 to? You can always do linking but it can be high
2 quality linking. It can be really lousy quality
3 linking.

4 So, there's going to be a tension here.
5 You can tell because of the things that Tom, and Gail,
6 and Dick say. That some of your subject matter people
7 are going to be saying these frameworks are not
8 perfect from our perspective. So you can say, well,
9 the slippage isn't in what you just said. We're going
10 to change. It's not going to be the same test. It's
11 going to be the same framework.

12 And we know these frameworks are pretty --
13 well, they're kind of a nice target. And no offense,
14 the NCTM standards are a nice target but they aren't
15 really prescriptive when it comes to designing a test.
16 You can imagine tests that are really quite different,
17 both coming out of those frameworks.

18 So, that's one point that I would be
19 worried about.

20 MR. PHILLIPS: Can I comment on the
21 linking, the quality of the linking?

22 There are sort of -- If I can steal Bob

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1 Linn's classifications linking. You've got different
2 -- Bob may disagree with my hierarchy but this is --
3 You have different degrees. You have
4 linking. You have calibration. You have something
5 called prediction. And you have moderation. And you
6 have two versions of that. You have statistical and--
7 these are types of linking. Now, equating is the
8 penultimate type of linking where you have both tests
9 measure the same thing and they're strictly parallel.
10 This is what we're going to do for the national
11 reading test and the national math test.

12 DR. PORTER: From form to form.

13 MR. PHILLIPS: From form to form.

14 DR. PORTER: Year to year. And prediction
15 is what you're going to do for the other, right?

16 MR. PHILLIPS: Well, I think we might try
17 this but we'll probably have to go to this. But we
18 will not go to this.

19 DR. PORTER: I understood that. I'm just
20 saying, though, you can do prediction and it can be a
21 real good quality prediction or it can be a pretty
22 poor quality prediction, right?

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1 MR. PHILLIPS: Right.

2 DR. PORTER: That's why I'm --

3 MR. PHILLIPS: I see what you mean.

4 DR. PORTER: So I'm saying that if -- we
5 know -- I mean, if NAEP/NAGB performance standards
6 have educated us to anything, it is that people can
7 really argue about these standards and what they mean,
8 right? We must surely have learned that. And, you
9 want to have those kind of standards, right? It's
10 going to be a big part of this.

11 MR. PHILLIPS: Right.

12 DR. PORTER: So, you're going to have the
13 NAEP standards and you're going to have the TIMSS arm
14 reference. Mike doesn't want me to call it that but
15 -- But then, how well that's going to work for you is
16 going to be dependent upon the quality of that
17 prediction's calibration thing. That's what I'm
18 saying. So, it's a big thing for you and you've got
19 attention here. You may want to change the test so
20 it's a little bit different than the NAEP and the
21 TIMSS on the one hand, but you want to have good
22 prediction of how well they would have done on the

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1 TIMSS and the NAEP on the other hand.

2 MR. PHILLIPS: Exactly.

3 DR. PORTER: So, if you're saying what do
4 I see in this whole scheme that can be problematic,
5 that would be one of them.

6 MR. PHILLIPS: I see.

7 DR. VENEZKY: Gary, how big of a time gap
8 do you think you can have between NAEP and reading
9 before quality of reading instruction becomes an
10 issue?

11 MR. PHILLIPS: Well, my thinking on this,
12 and again, subject to your views, my thinking is you
13 want to give NAEP in its natural environment which is
14 in February, and you want to give this test in its
15 natural environment which is in April/May. And then
16 whatever gains there are between the two is accounted
17 for in the equating process. But if I were to give
18 the new test in February, I'm not sure I could trust
19 the data. And if I were to give NAEP in April or May,
20 I don't think I could trust the NAEP data. So, that's
21 the way I see it.

22 DR. LINN: There is a kind of another

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1 worry with the linking, and it's the point that Gail
2 raised earlier about if kids will play the game. And
3 especially at grade 8 math, it's quite conceivable
4 that you -- it looks very good at -- in two there,
5 because the kids in the field test are not taking very
6 seriously either the test rather than three. In some
7 states they may be taking it seriously because the
8 states are holding their feet to the fire. And this
9 is the old issue of whether or not because of
10 motivation NAEP is under reporting what kids can do.
11 And in a way, that's not a huge problem in my mind if
12 all you're doing is monitoring the same thing from
13 year to year. But when I switch to a new ball game
14 now, then it could, on the national test, look like we
15 have got many more advanced kids than we have on NAEP
16 and that's going to count --

17 CHAIRMAN SMITH: But that's -- that
18 suggests that NAEP -- we should figure out how --
19 where the kids were taking NAEP.

20 DR. ROMBERG: But as you link it, it looks
21 like a good link.

22 CHAIRMAN SMITH: One variable is the

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1 motivation. The second variable is the time, the
2 difference being two or three months. I think it
3 would be terrific if we got 20 percent instead of 40
4 percent amount achieving the basic, to a basic level,
5 in the reading. But it would be nice to be able to
6 sort that out.

7 There is a research agenda in here
8 somewhere. And I'm not sure if we want to launch
9 that. I'm not sure how to do this because we don't
10 want this thing seen as just a ploy for all the people
11 in this room to get new data and to resolve problems
12 that we haven't been able to resolve before. Research
13 agenda. I may have a conflict of interest after all.

14 DR. LINN: That's all right. You're an
15 administrator. You don't do research any more.

16 CHAIRMAN SMITH: That's right. And if you
17 -- I picked on math because I think eighth grade is a
18 bigger issue than fourth grade.

19 DR. LINN: Right. I agree. I agree.
20 Fourth grade's probably not.

21 CHAIRMAN SMITH: I would agree that if the
22 administration shows that they're actually doing much

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1 better on this, then that is great from one point of
2 view. But it would be awfully nice to have built into
3 this some information which is the research agenda so
4 that we'd be prepared to --

5 MR. PHILLIPS: Exactly.

6 CHAIRMAN SMITH: It hadn't occurred to me
7 before today.

8 MR. PHILLIPS: Let me fast forward to some
9 issues because these keep coming up. And I thought --
10 I haven't finished this other stuff but this is what
11 I thought we'd talk about this afternoon. And these
12 are the things that many of you are bringing up.

13 There's some -- there are at least five
14 areas, and maybe more, that I would appreciate a lot
15 of discussion. One is the start-up time issue in '97.
16 The motivation differences you're just now talking
17 about. And the field test and the linking study
18 versus the actual administration. We can't have a
19 motivational difference so we've got to fix that. And
20 I have some ideas on that. The possible eventual
21 corruption of NAEP and TIMSS, if this takes off.

22 Relationship to norm reference tests,

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1 state and local testing programs, and how do we insure
2 the standardization of training administration scoring
3 among the licensees? So, I have ideas on those. I
4 wanted to share them with you, and we can chat about
5 that. But, it's an important issue and, again, from
6 a technical point of view, you don't want to have a
7 motivational difference between the field test and the
8 actual administration because then you can't trust the
9 data from the field test.

10 But, let me finish the general overview
11 and -- Is lunch at noon? Is that right? Lunch is at
12 noon. We didn't get a break today.

13 CHAIRMAN SMITH: Do people need to take a
14 five or ten minute break?

15 MR. PHILLIPS: Do you want to take a five
16 or ten minute break and then come back?

17 CHAIRMAN SMITH: One thing we want to do
18 is actually lengthen this list. And anything that's
19 come up this morning that you think should be on that
20 list, let's get it put up on this so we can deal with
21 it this afternoon. Maybe in a -- maybe in the
22 discussion of what should be on the list we can get

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1 out some others. Because I know that can often --

2 MR. PHILLIPS: Like the TIMSS framework
3 really needs to be on the list.

4 CHAIRMAN SMITH: Let's take a five or
5 seven minute break.

6 MR. PHILLIPS: Yes, let's do that.

7 (Whereupon, the foregoing matter went off
8 the record at 11:11 a.m. and back on the record at
9 11:29 a.m.)

10 MR. PHILLIPS: Do you want me to start
11 back?

12 CHAIRMAN SMITH: Yes, I -- The other thing
13 that occurred to me, we need to get a list of those
14 items, of the key items. But also, I think, I like
15 Danny's formulation of what was kind of linear in
16 form. You start with purposes and you go on to other
17 things. The --

18 MR. PHILLIPS: He's like that.

19 DR. PORTER: It's never an exact linear
20 model but it usually works.

21 CHAIRMAN SMITH: If people could think
22 about how to frame those purposes and what kind of you

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1 see coming out of this as key purposes or problematic
2 purposes, or whatever, that would be useful to talk
3 about later as well.

4 Go ahead, Gary.

5 MR. PHILLIPS: First, I want to say that
6 in conversations at the break, I realize that you may
7 think that I -- this is all more cast in stone than it
8 is. It really is not. This is just sort of where we
9 are today. And after this meeting, and you can give
10 us some great ideas here, I don't think -- The only
11 thing I think is cast in stone was this initial
12 givens. Beyond that, I believe there's a lot of
13 possibilities. So, I don't want you to feel that
14 you're -- that we're limiting you or if you have a
15 strong case for one thing or another, please mention
16 that.

17 And, what we'll do this morning is more
18 structured. This afternoon will be unstructured. And
19 this morning is sort of to lay out where we are and
20 I'm almost finished with that. And then after that,
21 the sky's the limit to talk about whatever you want,
22 including these issues which we will be -- I can see

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1 this list I have is going to be greatly expanded here.

2 So, if that's clear, I'll proceed. And I
3 only have two more overheads and then we'll be
4 finished with the basic design of the whole thing and
5 what the plans are.

6 Next is the administration and reporting.
7 I'm going to take this reporting off. Because, like
8 I say, it's not our responsibility. I'll take it off.
9 The plan is to have the first administration in
10 April/May of '99. We're thinking about having the
11 administration carried out by a licensed test
12 administrator. It might be a test publisher, a state,
13 school district, or whatever. That has to be worked
14 out.

15 The idea is that the contractor will issue
16 and monitor the licensees, the licenses. And this
17 will be something that we will have the contractors
18 propose in the bid to the RFP, how they would do this
19 with some guidance from us. And so -- but this will
20 be their responsibility. It will not be our
21 responsibility.

22 One of the other things that Mike

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1 mentioned is during the first year of administration,
2 and possibly in subsequent years, the contractor will
3 reimburse the licensee for the cost of the
4 administration. Now, that reimbursement is actually
5 coming from us. I'm assuming it would go to the
6 contractor to the licensee, but that money route may
7 be different. I just don't know but I'm assuming
8 that's the way it would be.

9 So -- And, the purpose of this is to
10 provide some seed money to get people interested and
11 motivated to use this to see if they like it. And
12 then another decision has to be made later as to
13 whether or not we would do something like this for
14 subsequent years. But currently we are planning to
15 budget money to reimburse the licensees in the first
16 year of administration. After that, we would not
17 reimburse them unless we made the decision.

18 The test administration will be consistent
19 with all civil rights laws and Individuals with
20 Disabilities Education Act, and other federal
21 legislative requirements. Test reporting strategies
22 will be local options. How you report back to the

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1 parents, teachers, others, is up to you. But I'm
2 assuming we would have guidelines on that that might
3 be part of the licensing agreement. So, I'm assuming
4 there would be some kinds of uses for this test that
5 we would not endorse and so part of the licensing
6 agreement is that you don't use this test for that
7 purpose.

8 And the same thing would be true with
9 reporting. There might be some types of reporting
10 that we would not want to endorse and others that we
11 would, or at least there might be just some that we
12 say no to and the rest is open. I don't know how that
13 would work out. But the important thing here is that
14 the reporting is done by the group of individuals that
15 has the licensing agreement.

16 Now, the scoring and all that would be
17 done, as I mentioned earlier, there could be some
18 local options there or the license site could go with
19 a contractor or put it out for competitive bid,
20 whatever. But they would have to meet certain minimum
21 requirements which we would specify as part of the
22 licensing agreement.

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1 Any questions with that?

2 DR. LINN: Analyses? To get to the
3 reports, somebody's got to do some analyses.

4 MR. PHILLIPS: Yes.

5 DR. LINN: The contractor's going to do
6 that?

7 MR. PHILLIPS: Well, again, there would be
8 -- part of the licensing agreement is that you have to
9 show how that can be done to meet certain
10 requirements. One way you could do it would be to
11 contract with, like let's say, a school district could
12 contract with the contractor or they could go out on
13 competitive bids to other contractors to do the
14 analysis and reporting, and scoring, things like that.
15 But we would have built in there certain requirements.
16 And one of the issues we'll talk about later which is
17 on that list is how do we insure that the licensed
18 sites are in fact following the rules and
19 administering it properly. For example, we might do
20 some monitoring, or the contractor might do some
21 minimal random monitoring of sites, things like that,
22 to help guarantee that.

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1 DR. PORTER: It seems too bad to not do
2 this in a way that if there's going to continue to be
3 state-by-state NAEP and fourth grade reading, and
4 eighth grade math, that this doesn't some how serve
5 that purpose as well as these other purposes. It just
6 seems a shame to me.

7 And a couple things that you've described
8 make me think it might not. One is, well, the quality
9 of the local administration and scorings is one issue.
10 That's a bigger issue, too, but certainly if you were
11 going to let this stand for the state-by-state it
12 would be a big issue.

13 And the other one is that you said you're
14 not going to do any federal reporting or that there
15 are no requirements to give the information to, say in
16 this case, NCES in some quality fashion so that you
17 could get from it the kinds of things that you're
18 getting out of state-by-state NAEP. Because, you're
19 going to -- there's going to be so much money and
20 effort spent here that -- and it seems like it
21 requires such little tinkering to fill that other
22 need.

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1 CHAIRMAN SMITH: The third issue, Andy,
2 though, is the sample itself. Lots of states may end
3 up allowing the district to choose whether or not
4 they're going to do this.

5 DR. PORTER: Right. Well, you have --

6 CHAIRMAN SMITH: And so we're not going to
7 necessarily have a very good sample or population.

8 DR. PORTER: Let's assume -- Let's assume
9 it won't be all the states. Of course, we don't have
10 all the states in the state-by-state yet. But let's
11 assume that not even the ones we want and let's assume
12 that other thing. You still, you'd want to look at
13 the possibility that you could extract from that
14 information something that would be so technically
15 close to what you would get out of state-by-state
16 NAEP, wouldn't you?

17 CHAIRMAN SMITH: I guess I see it as a
18 second generation item.

19 MR. PHILLIPS: Yes, I don't think that's
20 -- I don't think this is -- I don't think we would use
21 this as a way of collecting data about states and
22 districts.

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1 DR. PORTER: That's clear. You've made
2 that clear. I'm suggesting, gees, I'm surprised to
3 hear that. So, I'm asking you, what -- I'm saying
4 kind of in a very simplistic sort of a way, what the
5 rational would be for doing that. Like, for example,
6 I can't imagine if I was in a state participating in
7 both a state-by-state NAEP and this thing, I couldn't
8 imagine it. So, that's a problem. And there's kind
9 of the wasted money, if it could be pulled off.

10 So, your arguments on the other side are
11 what?

12 MR. PHILLIPS: You mean what are the
13 arguments that a state would want to be in both NAEP
14 and this?

15 DR. PORTER: Now hat are the arguments for
16 why you don't want to do it? Why you wouldn't look to
17 this to provide that other kind of information?

18 MR. PHILLIPS: Again, that's -- I think
19 it's a policy decision that's come down from on high.

20 CHAIRMAN SMITH: You just mentioned three
21 reasons, basically. The lack of some control over it.
22 The sample issue is the clearest reason in my mind.

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1 And if we're going to continue doing NAEP for some
2 states, it's considerably less cost to do it for all
3 of the states than have something that's -- many won't
4 sign up for it, have someone that's truly competent.

5 You could, over time, if this thing looked
6 good -- and certainly nobody -- anybody who's really
7 serious about keeping a tread line going with respect
8 to their NAEP is going to run both the NAEP, itself,
9 and this test in the first year, and maybe even the
10 first couple of years to see what the differences are
11 and comparisons are.

12 You could phase out -- you could phase
13 into another set of policies, I think, if this thing
14 really worked, and if most states were picking up for
15 100 percent of their students, and so on, and it were
16 fairly easy to collect the data. But I don't think
17 anybody's going to be ready to go into it on the basis
18 of a promise that this would work in 1999 or in the
19 year 2000 in such a way that it keeps the trend line,
20 gives you the same kinds of data, or roughly the same
21 kinds of data.

22 DR. PORTER: I don't want to belabor this

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1 because may this is a small issue. It doesn't seem
2 like a small issue to me, though.

3 MR. PHILLIPS: No, it's one of the big
4 issues.

5 DR. PORTER: But, and again, I'm thinking
6 just kind of off the top of my head here. But what if
7 you started with state-by-state -- Well, if the
8 instrument was the same, then what if you started with
9 who wants to be in state-by-state NAEP. And then you
10 could go and you could say, all right, we're going to
11 draw this sample. And then you can voluntarily do
12 anything you want in addition to that but at the same
13 time and under the same kinds of testing conditions in
14 that state. Then you wouldn't have -- Seems to me the
15 only key to that is saying that you'll use the same
16 instrument for both of those purposes.

17 CHAIRMAN SMITH: The individual score for
18 no other purposes. But we have a legal requirement
19 that doesn't allow us to do that.

20 DR. PORTER: Correct. It's a shame.

21 CHAIRMAN SMITH: But you also get more
22 data out of them. You get more data on the aggregate

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1 out of the NAEP than you do on this.

2 DR. PORTER: No, but what I'm saying is,
3 you start with the NAEP state-by-state. And whatever
4 states opt into it, you would start with drawing that
5 sample and doing it in just the same way. The only
6 key is you'd have the same instrument. And then the
7 state, okay, that's all planned and everybody knows
8 what's coming. And then you say, all right, state,
9 let's say it's Wisconsin that's in this, if you want
10 to voluntarily do this in all the rest of the
11 classrooms or some of your districts want to, that's
12 fine. With the same instrument at the same time under
13 the same kinds of conditions.

14 CHAIRMAN SMITH: Using the NAEP
15 instrument?

16 DR. PORTER: Exactly. Right.

17 CHAIRMAN SMITH: Then you don't get
18 individual scores.

19 DR. PORTER: I understand that. I mean,
20 that's the key. The rest of that seems very doable to
21 me. The rest of it seems very doable to me.

22 MR. PHILLIPS: And the minor problem of

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1 corruption of NAEP as a national indicator.

2 DR. PORTER: Huh?

3 MR. PHILLIPS: And there's also the
4 problem of corrupting NAEP as a national indicator.

5 DR. PORTER: Yes, but that's another NAEP,
6 right? I mean, that's not state-by-state NAEP. You
7 don't get national indicators out of state-by-state
8 NAEP.

9 MR. PHILLIPS: No, but the state-by-state
10 is the same as the national NAEP. Both of those tests
11 are identical.

12 DR. FEUER: There's going to be time,
13 Gary, for a somewhat more in depth discussion --

14 MR. PHILLIPS: Absolutely.

15 DR. FEUER: -- of the link between this
16 test and NAEP?

17 MR. PHILLIPS: Right. One more overhead.
18 Just one more, and then the sky's the limit. We'll go
19 over everything. And I'll do this quickly. But these
20 are all issues that we need to spend a lot of time
21 working on.

22 Let me just show you what the time line

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1 looks like. And this is, again, this is one of those
2 constraints. You've got to be in the field in 1999.
3 So, this is what it will take to get us there.

4 The RFP is being written now. The draft
5 statement of work will be available by late February.
6 We plan to have a pre-solicitation conference that
7 Helen mentioned earlier, in early March. And the RFP
8 release date will be somewhere in April or May.
9 Proposals are due in June. Contract award in
10 September. Now, I'm going to be working trying to get
11 this done earlier but that's outside of this meeting.

12 The item writing and the item pilot is the
13 thing I mentioned earlier about the start-up time
14 problem in '97 which we'll talk about later today.
15 The field test and equating study, all of those are
16 done in April and May. We want to create advisory
17 panels, as I mentioned earlier. The first meeting of
18 that would be after the contract is awarded in
19 September. The linking studies, et cetera. This is
20 sort of the general time line that we're looking at.

21 And we need to have -- the award has to be
22 in September because that's the end of the fiscal year

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1 and we have to -- we have '97 money issues and things
2 like that. So, that's the absolute drop dead date.
3 But in terms of getting the work done, I'm going to
4 try to get this moved up to an earlier month.

5 That's the general overview of the whole
6 thing and -- which is sort of where we are to date.
7 And I think the rest of our time now needs to be spent
8 with if you have questions, I'll be answering, nitty
9 gritty detail questions. Otherwise, we can enter into
10 a different mode of conversation and talk about these
11 issues like the one Andy's brought up and others.

12 Do you have any other questions?

13 CHAIRMAN SMITH: Let's talk for a minute
14 about this, though. Anybody see any problems in this,
15 major problems?

16 MR. PHILLIPS: Other than these two little
17 question marks.

18 DR. ROMBERG: One of the things which is
19 very unrealistic, but that's all right.

20 CHAIRMAN SMITH: The whole thing's
21 unrealistic but any ideas on the item writing?

22 DR. PORTER: Well, we all laugh about it

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1 but the first time you do something is usually is an
2 especially important time.

3 MR. PHILLIPS: Right. Let me tell you
4 something we did with NAEP.

5 DR. PORTER: To do well, that is.

6 MR. PHILLIPS: When the legislation was
7 passed in '88 that created a National Assessment
8 Governing Board, it took about a year or two to get
9 the Board on board, to get them appointed, and up to
10 speed, and knowledgeable. And so, what we did was --
11 but we couldn't wait for the Board. We had to develop
12 the math framework in order to do an assessment 1990.
13 We went with the Counsel of Chief State School
14 Officers and they were responsible -- I think it was
15 Bill Cody if I remember correctly, was responsible for
16 developing the math framework and the beginnings of
17 the item specification so that we could get started on
18 developing the test.

19 When the Board came aboard, they then
20 adopted that framework as their own. They could have
21 said, no, we don't like it. We want to do something
22 else. But they adopted it.

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1 That was an example where we had a
2 situation like we are today where we have a project
3 we're trying to get off the ground. It's going to
4 take time to get the mechanisms in place to get it
5 done. But on the other hand, the time lines are such,
6 given that we want to get out there in 1999, that
7 something has to get done.

8 Now, there are -- I see two choices.
9 There might be lots of others. One is to get the RFP
10 out there faster, which is difficult. Or, to do the
11 work outside the contract, at least the preliminary
12 work. For example, the things I think we absolutely
13 have to have are the item specifications, item and
14 test specifications. We already have the framework.
15 We have NAEP and TIMSS framework. Now we need to get
16 new specifications. Then we have to get some items
17 written.

18 What we won't be able to do, unless we
19 decide to find a way of doing it, is to do the
20 piloting of the items which should be done in April or
21 May. That, I think, we are going to probably miss.
22 But, there might be some way of making up for that.

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1 But we will, of course, be able to get in
2 to do the -- we'll be able to do the field testing in
3 '98. And after this year, everything will be fine.
4 It's just this one year we have this problem.

5 DR. LINN: I use the word piloting, I
6 think, differently than it may be meant here. But it
7 seems to me that, one, you start that writing as soon
8 as you got the contract. And so you don't wait for
9 January, even if the specifications have not been
10 finalized, there's a lot that can be done on that.
11 It's basically NAEP framework and so you can start
12 doing a lot of item writing before that.

13 And the piloting, the way I think of
14 piloting, is more smaller scale that you're not going
15 to get a lot of statistics on, especially in that
16 first year.

17 MR. PHILLIPS: That's right.

18 DR. LINN: And so that that would really
19 be what you'd probably want to take place in like
20 January and early February where you'd have time to
21 use a little bit of that information for your field
22 testing which would have to take place in April and

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1 May.

2 CHAIRMAN SMITH: You have January and
3 February up here and item writing is 4, 1999.

4 MR. PHILLIPS: Yes.

5 CHAIRMAN SMITH: So, you lost the 1998 --
6 we lost the 1997 contribution to the item writing
7 which--

8 DR. LINN: Right.

9 MR. PHILLIPS: Three-quarters of this year
10 is lost.

11 DR. LINN: I understand. And October is
12 still a late start but if you start writing items in
13 October, if you can have small scale pilots in
14 January, you're a lot better off than --

15 CHAIRMAN SMITH: Gary was even suggesting
16 starting earlier. There were some other -- other than
17 the contractors, there could be a contract that we
18 could put out somehow, is that even reasonable?
19 There's another item in here, I think, that's
20 important and that's the potential changes to the
21 TIMSS framework which a number of people have
22 suggested.

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1 MR. PHILLIPS: Yes.

2 CHAIRMAN SMITH: And so on, Tom and Ed.
3 So that ought to be on here somewhere. And whether
4 that gets done -- I mean, I think that gets built into
5 the RFP. It may be done by the contractor. That is,
6 they may work with the people to do that. But in the
7 mean time, if we're going to put out a quickie
8 contract to try to get some items developed, you might
9 want them to reflect slightly modified things as well.

10 So, this thing is -- it gets more
11 complicated when you think other little things to do.

12 I guess I'm on the side of our putting out
13 a little quickie contract if we think that there are
14 folks out there who could respond quickly and do a
15 good job. But that's a judgment call we have to make.

16 MR. PHILLIPS: Maybe if we could get --

17 DR. LINN: -- contributing to the
18 potential items, then I think that you might actually
19 have two or three little contracts.

20 CHAIRMAN SMITH: That's another
21 possibility, sure. We're getting -- working on. So
22 that you have a resource for the big contractor when

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1 they got the other --

2 MR. PHILLIPS: To me, if we could get --

3 CHAIRMAN SMITH: You can even imagine --
4 this may not be feasible, but the '96 math result in
5 NAEP have not released. You could image that some of
6 the items that were scheduled for release would
7 actually not be revealed for NAEP. I don't know if I
8 like this idea but it's just -- it would become a
9 resource for this.

10 MR. PHILLIPS: To me, if we could get two
11 things done outside of the September contract, if we
12 could get the item writing done and the items and test
13 specifications done, or at least along -- get it well
14 started.

15 CHAIRMAN SMITH: A bank created.

16 MR. PHILLIPS: Yes. We would have a bank
17 of items and we would have the blueprint for the test,
18 the specifications. I don't think -- I don't see how
19 we can get the pilot done because that's a data
20 reflection activity.

21 We need to -- And again, just to
22 reiterate, I think once we get past '97, then

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1 everything will be fine because everything will be
2 kind of -- competitive process.

3 Other questions about this? Or, Mike, or
4 other issues?

5 DR. ROMBERG: We talked earlier that the
6 steps that need for the contractor include a review
7 of the NAEP frame work and a review of the TIMSS
8 framework in saying this is what we're going to live
9 with. Strengths and weaknesses, what you're buying
10 and not buying. And that -- you probably need to
11 contract with somebody to do for the contractor early
12 on. Because otherwise you're going to live with a
13 framework that other people are going to say, hey,
14 this isn't what we want.

15 Unless there's some consensus that this is
16 the kind of framework that you're really going to live
17 with, then --

18 MR. PHILLIPS: One of the problems with --
19 if we tinker with the TIMSS framework, which, the
20 trouble with that is we won't have international norms
21 anymore.

22 DR. LINN: I guess I would like to raise,

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1 again, the notion that you might reconsider that part
2 of things. And, say, have people look at and the math
3 experts answer the question, would they prefer the
4 NAEP framework or the TIMSS framework. And suppose
5 that they prefer the NAEP framework.

6 CHAIRMAN SMITH: Do we know that we're
7 going to get a reasonable, whatever we're going to
8 call it, calibration or prediction between the --

9 MR. PHILLIPS: I think you will.

10 CHAIRMAN SMITH: Between the NAEP and the
11 TIMSS. A calibration.

12 MR. PHILLIPS: Between the NAEP -- oh yes,
13 I think you will, yes.

14 CHAIRMAN SMITH: Eighth grade is
15 moderation.

16 MR. PHILLIPS: Right.

17 CHAIRMAN SMITH: Oh, it's moderation?

18 MR. PHILLIPS: It's moderation.

19 CHAIRMAN SMITH: Social moderation?

20 MR. PHILLIPS: No, no just so you'll know,
21 this is like ACP -- I'm sorry, this is like NAEP.
22 NAEP does this. The IAEP, NAEP did this. TIMSS is

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1 doing this, statistical moderation.

2 CHAIRMAN SMITH: How does that differ,
3 just in ten seconds, prediction?

4 MR. PHILLIPS: In prediction, you don't
5 have the same -- you don't have both tests -- you
6 don't have the same -- you don't have the test data.

7 CHAIRMAN SMITH: It'll be moderation.

8 MR. PHILLIPS: Yes. In prediction, the
9 same kid takes both tests so you get a good fix on the
10 relationship between the two tests because the same
11 kid takes both. In moderation, you just take the mean
12 standard deviation or equal percentiles and match them
13 up.

14 DR. LINN: You use statistical techniques
15 that you might use for equating or calibration, but
16 you don't make the claim that you're really measuring
17 the same thing.

18 MR. PHILLIPS: It's the same statistic as
19 equating. But it's different inference. You can't
20 make the same claim.

21 DR. ROMBERG: Because it's different
22 samples, you're assuming from the same population.

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1 MR. PHILLIPS: In social moderation, a
2 committee decides. This is sort of like performance
3 standards, a committee decides on setting the
4 performance standards.

5 CHAIRMAN SMITH: What's the big trick in
6 the statistical moderation? If you just take the mean
7 or standard deviation, we don't need to pay the money
8 we're paying --

9 DR. LINN: How similar the frameworks are
10 and how similar the thing -- the constructs that
11 you're measuring are. So, I could apply the
12 statistical technical to a reading test and a math
13 test, and you wouldn't want to depend upon that as
14 something that would hold up.

15 CHAIRMAN SMITH: So there's a judgment
16 made about the --

17 DR. LINN: Right. And there's a judgment.
18 Well, you can look at -- You could, I suppose, collect
19 data that would look at --

20 CHAIRMAN SMITH: Correlation or past
21 experience. Because if you -- In a way, what was done
22 with the Anchor Test study many years ago and the

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1 reading test, when they put -- they said they were
2 equating all the reading tests. It was really
3 statistical moderation and this language, because no
4 one really argued the tests were parallel. But they
5 were similar enough and highly correlated enough that
6 people were willing to say they were measuring
7 essentially the same construct.

8 DR. LINN: The idea, would then be to have
9 that linking go on between NAEP and TIMSS. And then
10 use the NAEP frameworks and do the calibration
11 between, or prediction between, the NAEP and the math
12 test. You'd still be able to have at least a crude
13 approximation to the internationals.

14 DR. ROMBERG: Yes, and I would guess it's
15 is not going to be all that terribly crude, especially
16 if all you're really talking about is a couple points
17 in that distribution. Because the real tie, as I was
18 hearing it, at least, to TIMSS is going to be the
19 international medium, the international percentile, or
20 something like that. And so, for that purpose and for
21 someone who believes that the expanders are pretty
22 arbitrary cut points on the scale anyway, I'd say

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1 fine. You've set your cut points and now you're going
2 to refer back to it.

3 But I don't want to get boxed into having
4 a framework that I'm going to be less happy with than
5 what you might have. And I'm assuming that people
6 will like the NAEP framework better than --

7 DR. PORTER: But there is one piece in
8 here that maybe isn't getting as much attention as it
9 should. And that is, if, for example, you come up
10 with this national test and you do this statistical
11 moderation to the TIMSS, but they're enough different
12 that again what you're trying to do improve the
13 quality of instruction in the country with this test.
14 So, more teaching, more effective teaching of
15 worthwhile mathematics.

16 So, let's say you accomplish that and
17 let's say the scores on your national test go up.
18 They might not go up as much on the TIMSS test because
19 it might not be exactly the same construct. It may be
20 -- If, let's say that Tom is really right on this and
21 that it's too heavily loaded on, let's say, kind of
22 algorithmic actual sort of thing. Well, I'm just

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1 making this up. Let's say it is. Let's say your test
2 is not. It's got a better balance so that people who
3 are more into applications, instruction moves toward
4 applications and problem solving. Scores go up in
5 that but they don't go up in the other stuff. That's
6 when you run into a problem with that particular
7 approach.

8 CHAIRMAN SMITH: I've got to go off and do
9 a radio show in L.A., of all things. I'll be back in
10 half an hour.

11 The -- I understand what you're saying,
12 Andy. In reality, of course, what's actually going to
13 happen is there will be more instruction given. More
14 of that instruction that's given will be algorithmic,
15 at least for a while.

16 DR. PORTER: True.

17 CHAIRMAN SMITH: There may be, also, more
18 problem solving, more complex problem solving that
19 goes on as well. But there will be a lot more
20 algorithmic because that's what our folks know how to
21 do. So, I think it may well be that the TIMSS test
22 would be more sensitive to the kinds of changes that

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1 are actually going to happen no matter how hard we
2 push.

3 So, in any case, just hold the thought.
4 Don't stop now.

5 DR. VENEZKY: Gary, could we get a copy of
6 the NAEP reading framework and look at it during
7 lunch?

8 MR. PHILLIPS: Yes.

9 DR. VENEZKY: I assume this library has a
10 copy. Someone has a copy.

11 MR. PHILLIPS: Yes, we have lots of
12 copies. Do you want the TIMSS framework?

13 Gene, is that available, the TIMSS
14 framework?

15 MR. OWENS: I have only a few copies but
16 we may --

17 MR. PHILLIPS: We'll have to get you
18 those.

19 DR. VENEZKY: Could I go back to just a
20 simple informational issue?

21 MR. PHILLIPS: Sure.

22 DR. VENEZKY: Imagine a city like Chicago

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1 administering this test. Give me a scenario. How are
2 they going to score the test? Who's going to train
3 whom? Who's going to do the items? What's going to
4 happen to the data?

5 MR. PHILLIPS: This is the issue of how do
6 we -- this is -- gets to this issue here of how do we
7 insure standardization of training, administration,
8 scoring, and security.

9 DR. ROMBERG: It's more than that. It's
10 also analysis and reporting.

11 MR. PHILLIPS: Which I left off. The way
12 I envision this would be done is that we have a
13 contractor in place. They're responsible for
14 providing a license, let's say to -- what town did you
15 say? L.A.?

16 DR. VENEZKY: Chicago.

17 MR. PHILLIPS: Chicago.

18 DR. VENEZKY: City of Chicago.

19 MR. PHILLIPS: He's going to L.A.

20 Chicago. So, Chicago wants to give this
21 test. So they apply for a license from the
22 contractor. Part of the requirements in that license

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1 is that there are certain procedures that need to be
2 followed. I don't know what those are yet. We have
3 to think more about that. And the contractor has to
4 propose what those procedures would be.

5 But, some obvious things would be they
6 have to demonstrate to the contractor that they're
7 able to maintain, for example, item security. That
8 the analysis can be done properly. For example, if
9 they don't have facilities to do analysis and they
10 don't have a clue as to how they're going to get it
11 done, then they don't get a license to give this test.
12 They have to show that they have the corporate
13 capacity, either through contracts or through in-house
14 capability, of doing this.

15 So, the administration -- the training,
16 teachers have to be trained. The training could be
17 done -- each of these is a separate topic that needs
18 to be worked through. But a kind of a weak way of
19 training would be to provide a video tape. A stronger
20 way of training would be like what we do in NAEP where
21 everybody is brought into a central location and
22 they're trained for a few days.

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1 DR. VENEZKY: But you would have some
2 standards of administration?

3 MR. PHILLIPS: Yes.

4 DR. VENEZKY: For example, rule out
5 teachers administering the test on their own.

6 MR. PHILLIPS: Yes.

7 DR. VENEZKY: To take the lowest level.

8 MR. PHILLIPS: Right. For example, with
9 NAEP we have a rule that the teachers can't administer
10 the test to their own students. So we have things
11 like that.

12 So, there would have to be rules in there.
13 And another aspect of this, though, is how do we
14 insure that the rules are followed. So, one way
15 around that might be, for example, monitoring. In
16 NAEP, we monitor states that are new, who are just
17 participating, we monitor 50 percent of the schools.
18 And in states that have been there for at least one
19 assessment, we do 25 percent of the schools.

20 But now, this is going to be a much larger
21 activity. NAEP is just a small sample. But we might
22 do some random monitoring of some small percentage of

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1 school books of test sites that would be the
2 responsibility of the contractor. Now, there is a
3 cost associated with that which we'd have to factor
4 in. Because the monitoring turns out to be a very
5 expensive thing because of the travel involved on the
6 part of the central monitor. And schools are all over
7 the country so there's a lot of traveling.

8 But that's one way. But in terms of what
9 would be in this -- what would be the set of
10 requirements for the license, I don't have that firmly
11 in my head yet.

12 DR. VENEZKY: I'm not looking for the
13 details so much as more of the key issues. You're
14 talking about a two month window where this test could
15 be administered?

16 MR. PHILLIPS: Yes, but that's just
17 because we haven't got it nailed down. We'll probably
18 zero in on, like, a month. But it will be in April or
19 May. That's as about as close as we are now. But
20 again, we're open to suggestions.

21 DR. LINN: The security issue is going to
22 depend heavily on how high the stakes are, obviously.

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1 MR. PHILLIPS: Exactly.

2 DR. LINN: As the stakes get higher, that
3 window needs to get shorter and shorter.

4 MR. PHILLIPS: It may even get down to one
5 day.

6 DR. LINN: And so you get down to one day.
7 And that's --

8 MR. PHILLIPS: Right. The larger the
9 window, the more flexible it is. But the world. But
10 the less security you have. So, it's always a trade
11 off here.

12 Did that answer your question?

13 DR. VENEZKY: Well, I want to get to
14 scoring. Scoring, that's the whole thing I want to --

15 MR. PHILLIPS: Okay, scoring. Again, part
16 of the licensing agreement is that you have to show
17 the corporate capability of doing the scoring. And
18 you can show that you can do it through a contractor.
19 You have access to a contractor. You have in-house
20 staff to do it. In order to -- Fortunately, there's
21 not a lot of scoring here because there's some open
22 ended items and one extended constructed response

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1 item, unless we decide to have more, and all this
2 moved around.

3 But, part of the licensing agreement is
4 you have to show that you are able, and can do, and
5 will do, what's needs to be done for the scoring. And
6 there will be some requirements on scoring. Like, for
7 example, raters have to be trained to a certain level
8 of competence to do the scoring. And there's certain
9 characteristics of the raters you have to take into
10 account. And a whole number of -- a whole host of
11 things that you have to build into that licensing
12 agreement. If you don't meet it, you don't get the
13 agreements. You don't get to use the test.

14 DR. ESTY: Gary, would it be possible for
15 an outfit like an independent private contractor, a
16 testing company, like the Iowa people or ETS, or
17 something, to become a licensed administrator?

18 MR. PHILLIPS: Yes.

19 DR. ESTY: So, Chicago, the city of
20 Chicago, to take Dick's example, could hire ACT if
21 they were a licensee, to come in to and do the whole
22 thing in Chicago?

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1 MR. PHILLIPS: Yes. Exactly.

2 DR. ESTY: Is that right?

3 MR. PHILLIPS: And not only that, but what
4 we'd like to see done is to have test publishers use
5 this test as a way of connecting it to their own. In
6 other words, they could, as part of the norming or
7 whatever, how, it could be worked out, they could get
8 their tests connected to this one. So that they
9 could, for example, provide a score on their test and
10 a score on this test.

11 DR. ESTY: And if Chicago, for some
12 reason, or the State of Illinois, wanted some of its
13 own items, statewide items, to be incorporated into
14 this thing, that is also a possibility?

15 MR. PHILLIPS: It would have to be
16 incorporated outside of the standardized testing
17 procedure.

18 DR. LINN: In the third quarter --

19 DR. ESTY: So they could do that. But
20 they won't have the option of --

21 MR. PHILLIPS: You cannot take items from
22 another test that's embedded in this one for example.

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1 You can't do that.

2 DR. ESTY: And you can't drop items from
3 this --

4 MR. PHILLIPS: Right.

5 DR. ESTY: -- this test. So, you tend --

6 MR. PHILLIPS: Unless they --

7 DR. ROMBERG: We decided this isn't
8 something we covered in our curriculum.

9 MR. PHILLIPS: Unless there's something --
10 Let's say we find there's something defective in the
11 test itself, then we have to deal with that across the
12 board. But, no, you cannot pick and choose which
13 items you want to take.

14 DR. PORTER: I have a couple of
15 suggestions on scoring. This is, I guess, a small
16 side of things. But, Kentucky tried the idea of
17 having teachers score their own students, or teachers
18 in the same building. That did not work so well. So
19 I would advise against that.

20 On the other hand, a lot of people are
21 reporting extremely positive experience in having
22 teachers do the scoring, especially if your purpose is

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1 to improve the, in the aggregate, the quality of the
2 learning. So -- but a lot of people are also
3 reporting that if you do that too -- quite extensively
4 so that teachers are doing all of the scoring, it may
5 constitute a burden on teachers and they start to
6 resent it. So, some places, like Missouri, is having
7 the goal of all teachers over some period of time
8 eventually, at least at the appropriate grade levels,
9 will get involved in some amount of scoring. But not
10 to the level where it will become a negative
11 experience for them. With the idea being that not so
12 much to get accurate and valid information on the
13 kids, though that would be what you'd want, but the
14 additional benefits for the teachers in helping them
15 think hard about the kinds of things that the test is
16 asking kids to know and be able to do.

17 MR. PHILLIPS: That's a factor. So where
18 are you coming down on this? You suggesting we do use
19 teachers for scoring or not use teachers?

20 DR. PORTER: What I would do -- if I was
21 writing guidelines for this, well, I don't know. If
22 I was you, I would be hoping to do something stronger

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1 than guidelines. We have guidelines in Wisconsin that
2 we don't follow.

3 DR. ROMBERG: Nobody pays attention to
4 those.

5 DR. PORTER: But in any event, what I'd
6 like to see happen, what I'm saying, I think, would be
7 good to see happen is that teachers are systematically
8 over time involved in the scoring of student's
9 responses to these performance items but not the
10 students in their own school. And that kind of the
11 papers come to them blind. That they're -- you know,
12 from their state, say, or their district, but blind as
13 to who they are and what particular school they are.
14 But that you only do that up to an amount of burden on
15 the teachers that the teachers find is not making it
16 into a negative experience that they resent. But
17 rather, just up to a point where they're thinking
18 about it positively, look at how much I'm learning
19 about what other teachers' students can do and how
20 much I'm learning about what important mathematics is.
21 A little bit bigger than a bread basket and smaller
22 than a barrel.

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1 MR. PHILLIPS: It has to be just right.

2 DR. VENEZKY: Are they paid extra?

3 DR. PORTER: Yes. Just like any scorer,
4 you have to pay them.

5 MR. PHILLIPS: See, now this is an issue.
6 In '99, the plan is that we would reimburse the
7 licensee site. If we don't reimburse in the year
8 2000, they have to pay for it. We would still provide
9 the test, but the cost would be paid for by the
10 licensee.

11 DR. PORTER: There are ways to pay
12 teachers, though. You can, you know, some states
13 require that you have professional development credits
14 that you have to get every so often. And that's
15 another currency you can use, maybe.

16 MR. PHILLIPS: We are at the lunch break.

17 (Whereupon, the meeting was adjourned at
18 12:18 p.m. to reconvene at 12:50 p.m. this same day.)
19
20
21
22

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1 A-F-T-E-R-N-O-O-N S-E-S-S-I-O-N

2 12:53 p.m.

3 MR. PHILLIPS: What we'd like to do this
4 afternoon is to have a more free-flowing discussion
5 now of some of the problems and issues that we need to
6 settle, think about, do more work on. To get us
7 started, I have several mentioned here. I'm going to
8 add to the list as we go along, and we'll do more work
9 on each one of these. So some of these are long term
10 things, some are short term, but they're sort of
11 issues surrounding the whole thing.

12 I'm just going to go over these and then we can
13 take it in the order that you want, talk about
14 whatever you like, but let me just say what is here.

15 There's the lack of start-up time in '97.
16 We discussed that a little bit earlier. A big issue
17 is the motivation differences in the field test and
18 the linking study versus the actual administration.
19 The problem there is that even though it's a field
20 test, let's say with the national probability sample,
21 and you get data from the students in the field test
22 and this form is the one you're going to be using the

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1 next year, if the motivation conditions aren't the
2 same, they won't do as well so the data you have are
3 not valid and doesn't really apply to the actual
4 administration.

5 So the trick is we've got to find a way of
6 getting the motivation levels the same in the field
7 test as you have in the operational test. For
8 example, we might send the reports back to the parents
9 or something or whatever. We have to do something to
10 make the motivation levels the same in the field test
11 as the actual administration.

12 CHAIRMAN SMITH: I don't understand that.
13 I've never had a problem

14 DR. LINN: I'm not sure you can, but I
15 think the issue is much broader than motivation. It's
16 kind of motivation is the shorthand because that
17 brings to mind that the kid is trying hard. But if
18 you look at what happens with high stakes testing, it
19 isn't all that terribly high stakes from most people's
20 point of view, but there's a whole industry that puts
21 out things like Scoring High, that is test preparation
22 material that then gets the people doing this, the

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1 teachers and the kids doing and practicing on these
2 kinds of tests and truly there's going to be a Scoring
3 High version for this test.

4 CHAIRMAN SMITH: *Harvard Review.*

5 DR. LINN: Right. So not all of the
6 things that change in the classroom will be left of
7 the desirable changes that are -- when policy is put
8 in place obviously which doesn't mean on balance it
9 won't be good but we need to think some of that.

10 CHAIRMAN SMITH: Gary, let me tease out
11 two or three things here. Seems to me that -- just
12 tell me if I'm wrong -- but it seems to me that what
13 you want are the motivational -- I agree with what Bob
14 said. I think that's a bigger issue. We need to
15 address that. But on the motivation side, it's when
16 we link it, it's the actual linking where the
17 motivation needs to be similar. When the actual test
18 is given later on, then we know what it is, we know
19 what the basic level is on, let's say, the
20 unmotivated, situation one.

21 In situation two where there is some
22 motivation, okay, students score higher but it is

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1 still a valid linking because it's been done under the
2 same circumstances. It's been done with the same sets
3 of incentives. That is, a lack of incentives. Later
4 on, it's done with some incentives. Okay. So they do
5 better. They focus more. They don't make sloppy
6 errors and so on and they score higher. That's fine.
7 That just seems to me to be under two different
8 circumstances. These are the kinds of scores you get.
9 I'd rather see the one under the motivated
10 circumstances because I think it's probably a truer
11 indication of what they know.

12 MR. PHILLIPS: Let me see if I can clarify
13 it. Let's say that we're in the year 2000 and what we
14 want to do is we had a test back here in 1999 in which
15 we did the field test in preparation for the year
16 2000. When I did the field test, let's say it's a
17 form #3, that's the one I decide to use in the year
18 2000. If form #3 was administered under non-high
19 stakes conditions, then the data I have on it would
20 not be the same as the data I would have when it's
21 administered under high stakes conditions.

22 CHAIRMAN SMITH: I understand, but if the

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1 dimension is the same, then all you have is an
2 increase in level. If you hypothesize the dimension
3 changes somehow, okay, that's a different problem.
4 But let's say the dimension stays the same and all
5 you've done is upped the ante. Everybody has moved up
6 a little bit.

7 MR. PHILLIPS: Well, if it's just a linear
8 things, it would be great but it may not be. I mean
9 I just don't know. The other thing. I worry about
10 things like this, you know, that whenever -- and the
11 reason why I'm worried about this is essentially what
12 we're doing in this design is the test is being field
13 tested and equated a year in advance. So in the year
14 2000 the tests we're going to be using, all the
15 statistical data were collected on that in the year
16 1999.

17 So I want to be sure that when I give that
18 new test the next year that I field tested it under
19 conditions as similar as possible to the actual
20 administration because all sorts of things can go
21 wrong. If it would just be a matter of adding two
22 points to the mean, that would be one thing, but I

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1 think other things can go wrong. Again, this is my
2 view and it might be that others here, Bob and others,
3 would view it different.

4 DR. BURRILL: I want to ask a question
5 about your assumption that kids will perceive this as
6 a high stakes test.

7 DR. ROMBERG: At any time.

8 DR. BURRILL: At any time. As a matter of
9 fact, coming from the classroom, my kids would be much
10 more excited about doing the field test because they'd
11 feel special. But at some point, why are they going
12 to think it's high stakes?

13 DR. FEUER: It's not the kids who will
14 think it's high stakes.

15 DR. BURRILL: But they're the ones who
16 take the test.

17 MR. PHILLIPS: I think the issue here is
18 the district or the principals.

19 DR. BURRILL: But that doesn't make any
20 difference. It's what the kids do. If the kids don't
21 perceive it as a high stakes test for whatever reason.

22 MR. PHILLIPS: I think it's bigger than

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1 just the kids. If in the field test, if the teacher
2 that's administering or the person that's
3 administering and the environment there is such that
4 the students feel, well, this is not going to count
5 for anything, I can just go through this, you know, I
6 don't have to worry about it, as opposed to, see, I've
7 got to do the best I can because it's going to go home
8 to mom. I think there's a difference in the stakes
9 there. Maybe I'm wrong but that's the way I would
10 imagine a test for individuals as a higher stakes test
11 than one for groups period.

12 DR. VENEZKY: I think the teacher in the
13 school in the district setting, whether it's high or
14 low stakes, is the more correct view. That is, if you
15 take standardized testing today in a school system
16 that really cares and all kinds of notices go out
17 weeks and weeks before that standardized testing is
18 coming up, there's all kinds of time allocated to
19 practicing for the test. The newsletter tells parents
20 not to hassle their kids the night before and so.

21 So it isn't so much individual kids making
22 decisions, it's the fact that the whole system

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1 responds, and that's part of the problem of
2 contrasting NAEP with any kind of standardized test
3 that has high stakes because there is no practice for
4 NAEP, there are no set of announcements that go home
5 about how important it is to the school, the district
6 and so on. But I could see this over time, in fact,
7 evolving around it that same aura, so there would be
8 practice booklets.

9 In fact, I think there ought to be a
10 practice booklet that goes out a year before to
11 schools that talks about the type of test, the ways it
12 might be used, how you get ready for it, familiarize
13 teachers and people with the formats.

14 DR. FEUER: Gary, along those lines, is
15 there a restriction that would prevent schools from
16 administering something like the P version of this
17 test in third grade?

18 MR. PHILLIPS: Okay.

19 DR. FEUER: With the same kind of
20 understanding that the PSAT is a relatively lower
21 stakes version of the SAT. That's what I'm getting
22 at.

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1 MR. PHILLIPS: That's doable. In terms
2 of--

3 CHAIRMAN SMITH: Look. One thing is
4 clear. When those tests are released, as they will be
5 in May of 1999, they can be used any time that a
6 teacher wants to use them, so that answers your
7 question. They could use it in first grade. That's
8 an early EP.

9 DR. FEUER: It's funny enough in soccer.

10 CHAIRMAN SMITH: In response to Gail, it
11 may be for eight graders and so on. I think for
12 fourth graders it doesn't matter too much. I mean
13 that seems to be the experience with me. Fourth
14 graders are going to be pumped a little bit any way,
15 no matter what the use of it is. For eight graders,
16 you may be right.

17 On the other hand, thinking of the other
18 scenario, that it's a very big deal, at least the
19 first year or two, that everybody who's taking it is
20 very aware of it. Students are taking it. Students
21 are very aware. Parents are very aware. And that
22 will communicate itself to students. No question that

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1 some students will blow it off because that happens
2 anyway. But it's the average student that is the
3 issue, I think. Maybe after it gets to be old hat,
4 it's done four or five times, it won't have that same
5 kind of effect. I would guess the first year it would
6 be a pretty big deal in those places.

7 DR. BURRILL: It's very difficult. It's
8 part of the psychology of doing this whole thing is
9 helping the teachers understand and helping the kids
10 understand what's there. It's not the design and the
11 administration of it so much as it is kind of the
12 psychology part.

13 CHAIRMAN SMITH: Right.

14 DR. BURRILL: It's something we can't
15 overlook.

16 CHAIRMAN SMITH: Right.

17 DR. ESTY: Gary, how much freedom are
18 states and local districts, in particular, going to
19 have about what they do with this? Will they be
20 allowed to use the individual results of this test,
21 say, to group kids in ninth grade math? Will they be
22 able to use them to keep a kid back in eighth grade?

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1 MR. PHILLIPS: I think the uses of this is
2 one of the things we have to put together in what we
3 recommend. I'm sure there will be some uses that are
4 not appropriate, some that are appropriate and again,
5 I don't know off the top of my head what those uses
6 would be but we will have to work through what are the
7 appropriate uses for this test. For example, should
8 it be used for graduation, for promotion, program
9 placement, things like that? So we have to work
10 through that. I don't have an answer to that right
11 now, but that's something that has to be put together
12 along with a number of other things here that are
13 coming up.

14 DR. ESTY: That would obviously have a lot
15 of effect on the perceived --

16 MR. PHILLIPS: Right. Exactly.

17 DR. ESTY: -- high stakes in this.

18 CHAIRMAN SMITH: My general answer is that
19 this test has got to meet the same criteria as any
20 test that might be used for that purpose. I'm not
21 sure actually what the criteria are for that, for the
22 placement. Have they sent basic criteria for any?

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1 Does anybody know?

2 DR. BURRILL: Criteria for placement in--

3 CHAIRMAN SMITH: Well, no. The general
4 validity criteria.

5 DR. LINN: The test standards say a few
6 things about that, that are not necessarily -- but
7 that would focus more on things like classification
8 errors and evidence that placement in a track has a
9 beneficial effect sort of notion so that
10 classification, the idea would be like the NRC report
11 on kids in special ed. that you ought to have evidence
12 that they're better off given they're placed where
13 they are than they would be if you just left them in
14 the regular. And that ideal is not -- that with
15 evidence.

16 CHAIRMAN SMITH: So it could be
17 challenged.

18 DR. VENEZKY: It seems important on one
19 hand to lay out scenarios that would represent correct
20 use of the test and how it could be used to drive some
21 kind of continuous progress and to say what uses you
22 may not think are valid. But on the other hand, I

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1 think it's important to keep in mind if you're giving
2 this test away, you're making the whole use voluntary,
3 you're turning over to districts and to states
4 complete freedom to use it as they want, it may not be
5 realistic to think that you're going to restrict
6 anything they want to do with it.

7 CHAIRMAN SMITH: Well, there are civil
8 rights laws. There are certain things they can't do
9 under civil rights laws. People could file a
10 complaint and that would be investigated.

11 DR. VENEZKY: But that applies to any
12 test.

13 CHAIRMAN SMITH: That applies to any test.
14 Right.

15 DR. VENEZKY: That's not unique to this.
16 Once this is out and essentially turned over, people
17 are pretty free to be as abusive as they normally are
18 if you want to put it in negative terms. So I don't
19 know that we can go very far worrying about misuse.

20 CHAIRMAN SMITH: But we can put out
21 perhaps clearer guidelines than are often put out.

22 DR. VENEZKY: But probably to worry more

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1 about how to stop abuse across all tests rather than--

2 CHAIRMAN SMITH: I think that's right.

3 DR. VENEZKY: -- trying to speak to this
4 issue.

5 DR. DANIELSON: But it sounds like the
6 licensing -- that if people agree to a whole set of
7 things, that if you were furnished evidence that
8 people didn't abide by it, that they would keep their
9 license under that circumstance.

10 CHAIRMAN SMITH: No, I don't think they
11 would.

12 DR. VENEZKY: They would lose their
13 license. But can you put in a license something to
14 the effect you are not allowed to use these scores for
15 X, Y and Z?

16 MR. PHILLIPS: I think we can. My
17 assumption is that we can and we're working on that
18 assumption, but there's a legal issue here.

19 CHAIRMAN SMITH: I think the answer is
20 that you're not allowed to use them unless you meet
21 certain criteria, unless certain criteria are met.
22 Graduation, just as an example. You might use it for

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1 graduation. For graduation, unless the student had
2 been prepared to take this test, prepared enough to be
3 able to pass it, as an example.

4 MR. PHILLIPS: This whole area is going to
5 be a part of the RFP. Right, Steve? This is a part
6 of the RFP that the contractor, in addition to our
7 thinking and your thinking and others, they need to
8 deal with this licensing issue as well.

9 DR. ROMBERG: I guess I can't quite follow
10 this completely because if I were a classroom teacher
11 and getting this evidence back, I'm not the licensee
12 but I might use that data to group kids or do
13 something else, and that isn't part of the license
14 agreement. That's part of somebody getting the
15 information, make the decision as a teacher to use
16 that information in ways that may not be particularly
17 appropriate.

18 MR. PHILLIPS: You have that same
19 situation with norm reference tests now. Teachers
20 don't use norm reference tests for anything.

21 DR. ROMBERG: They don't get the data back
22 in time to do anything with it.

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1 CHAIRMAN SMITH: That's kind of
2 interesting. That is an interesting twist.
3 Presumably the data will come back a lot faster.
4 Normally now data gets back six months later.

5 DR. BURRILL: And it will come back to the
6 teacher.

7 CHAIRMAN SMITH: And it'll come back to
8 the teacher that's actually teaching.

9 DR. ROMBERG: Teachers rarely get the norm
10 reference data back.

11 DR. LINN: But the kids are going to be in
12 a different grade by the time they get it back.

13 CHAIRMAN SMITH: This will come back much
14 faster than that. The idea is --

15 DR. ROMBERG: The idea is it comes right
16 back. Well, then the question is the teachers are
17 going to use that data.

18 DR. LINN: I don't understand this.
19 You're testing in April and May and school is over
20 some time late May.

21 DR. ROMBERG: They said they're getting
22 the data back in May.

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1 DR. LINN: How am I going to use it? The
2 last week of class?

3 DR. ROMBERG: Grading the students,
4 sorting them into the --

5 DR. LINN: Sorting them for what? General
6 math versus algebra or whatever?

7 DR. BURRILL: For the final exam?

8 DR. LINN: That's a use at the school
9 level.

10 DR. ROMBERG: Promotion, retention.

11 MR. PHILLIPS: Well, this again has to do
12 with the use of a test. If you intend to use it for
13 program placement or something, you'd want it maybe at
14 a different time of the year. The time we have right
15 now is not cast in stone and, of course, it can change
16 with whatever we decide is the most appropriate use
17 for the test. There is a logistical problem. If you
18 give it in the fall, we're not going to have enough
19 time to get it done unless it's the fall of the next
20 year.

21 CHAIRMAN SMITH: Gary, I'd like to go back
22 and take these things one at a time. We don't want to

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1 drift off too much. Let's just stay with the
2 motivational just for the moment. Do we have data on
3 this, Bob, or anybody else that that motivation would
4 actually change the direction of the test in the sense
5 that --

6 DR. PORTER: Well, there's one piece of
7 data that we have and that issue, you know the details
8 on this, but the kind of extended response performance
9 items under low stakes conditions don't always get
10 tried by students.

11 MR. PHILLIPS: And in general, it's good
12 testing practice to have the field test be a
13 replication as much as possible of the actual
14 administration. So if there's some glaring difference
15 which you suspect might make a difference, you want to
16 try to get that fixed. One of the issues here that I
17 can think of is this motivation. I agree motivation
18 is a shorthand for a whole bunch of things that might
19 be different internally it's the high stakes nature of
20 it in the real world versus a low stakes nature of it
21 in a field test.

22 So I think what we would have to do as

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1 technicians and contractors, we have to work at making
2 the field test conditions as much as comparable as
3 possible to actual administration conditions.

4 CHAIRMAN SMITH: Then you run the risk of
5 it not replicating NAEP.

6 MR. PHILLIPS: No, no. It doesn't have to
7 replicate NAEP.

8 CHAIRMAN SMITH: It at least has to be
9 matched up against NAEP. Right?

10 MR. PHILLIPS: No, no, no. NAEP would
11 continue to be given in a low stakes environment.
12 This is really more of an equating question than a
13 linking question. See, what we need to do -- let me
14 show you. I see what your point is. When we go from
15 the -- let's say we're talking about the year 2000.
16 When we give this test in the year 2000, we're going
17 to be developing a form, the form that we're going to
18 be administering in '99. That has to be equated to
19 the test that we actually gave in '99. You can't have
20 a field test low stakes and an actual '99 test high
21 stakes to do the equating.

22 Now, to link to TIMSS, TIMSS can be low

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1 stakes and this other test can be high stakes. That
2 can be taken care of in the linking. But this is not
3 just an equated question. There are other things as
4 well. For example, it might be that there are other
5 aspects of the test that have nothing to do with
6 equating that can get messed up if the conditions
7 aren't the same.

8 CHAIRMAN SMITH: I don't want to spend a
9 lot more time on this. I still don't understand it
10 though. I mean it seems to me that the actual
11 relationship between the NAEP and the trial test, one
12 is given under one condition, one is given under the
13 other condition, will change the performance levels
14 that you would put on to the test and it would not
15 equate in the way that you wanted it to.

16 MR. PHILLIPS: I want to clear this up.
17 You've got new test. Let's say we've got 1999 to
18 2000. That test. That's the National Reading Test.
19 We also have 1999 test NAEP that's linking. For this
20 one, NAEP can be low stakes and this new test can be
21 high stakes. But these two, this is the same test.
22 This new test and old --

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1 CHAIRMAN SMITH: I understand. In this
2 case, the performance level for basics will be
3 elevated above the performance level for this because
4 you'll have 40 percent --

5 MR. PHILLIPS: No.

6 CHAIRMAN SMITH: You would end up having
7 40 percent below when you're linking and 40 percent
8 below here. Right? But because everybody's score
9 would be up some notch, okay, this level would be
10 higher. This performance level. The performance
11 level for basic would be higher than the performance
12 level on this.

13 DR. CONATY: Mike, the only stuff I know
14 is the New York Regents Exam. They have done a little
15 bit of this stuff but I remember -- and I'd have to
16 check this -- that the highly motivated continue to be
17 highly motivated. So it depends on the point, the
18 distribution in which the performance occurs.

19 DR. LINN: Yes. Some data that we
20 collected in the state where we had NAEP blocks
21 embedded in the state test and the state test was not
22 really a high stakes but it was presumably somewhat

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1 higher than NAEP, showed very small effects, and this
2 was in eighth grade math. What effects there were
3 tended to be a little bit bigger in the low end of the
4 distribution. Harry O'Neill's work has also shown
5 that where they tried to motivate kids. Herb Wallberg
6 has also shown some bigger effects actually than
7 either of those studies. The change in the condition.

8 MR. PHILLIPS: What you would get is
9 something like this. On a national reading test,
10 let's say we have scores that go from zero to 100.
11 This test will yield two scores. It will yield a
12 score from this test and it will yield a predicted
13 NAEP score. Now, it might be -- I'm just making up
14 some numbers -- that 50 percent of the items correct
15 on this test is equivalent to a basic on NAEP.
16 Seventy is equivalent to a proficient, 75 is
17 equivalent to advanced. So what you're getting here
18 is two different scores and the advanced, proficient
19 and basic are not on this test. They're on NAEP.
20 We're predicting that NAEP score from this test.

21 CHAIRMAN SMITH: I understand.

22 DR. LINN: And if you're giving the NRT

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1 -- that's a terrible acronym -- but as part of NAEP,
2 it might have been that you would have had a different
3 percentage than that.

4 CHAIRMAN SMITH: It might be 40 in a low
5 motivation setting.

6 DR. LINN: Right.

7 MR. PHILLIPS: But I think this is okay as
8 long as we're linking. This is high stakes. This is
9 low stakes. I think this is all right. It's when
10 you're equating the same test to the same test that
11 you don't want to have low stakes/high stakes.

12 CHAIRMAN SMITH: Actually, I think the
13 logic is wrong because I think if through that
14 motivation every child moved up to a point where they
15 measured that they were reading independently and
16 they, in fact, could read independently if they were
17 motivated, that's what we want to succeed and that is
18 an extreme situation under this but it's possible.

19 DR. LINN: You're attributing more to
20 those achievement levels on NAEP than some people
21 would like.

22 CHAIRMAN SMITH: I am. But let's take it

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1 back to reality. Take it back to some sort of
2 translation of those reading levels into something
3 that corresponds to actual behaviors. It may well be
4 in the motivated setting that a person could carry out
5 those behaviors and in a unmotivated setting they
6 don't carry them out. Right? We'd like to know what
7 happens in the motivated setting but we'd also like to
8 give them credit for it. Not say you're failing
9 because it happens that you're in the bottom 40
10 percent. It's not 40 percent who can't. It may only
11 be 20 percent of motivated students who fail to get up
12 to that level. What I'd like to see the possibility
13 of at least measuring that level rather than the 40
14 percent. Does that make sense, Bob?

15 DR. LINN: That makes perfect sense. It
16 does maybe raise another question which is if you
17 start from that position, would you want to buy into
18 all the baggage of NAEP as having given you those
19 levels or would you rather --

20 CHAIRMAN SMITH: Well, we're stuck with
21 it. That's an out of bounds question.

22 DR. ROMBERG: It's a baggage we've got to

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1 keep.

2 DR. LINN: We might dream about it some
3 night.

4 MR. PHILLIPS: It sounds like there are
5 two alternatives here. One is you can set standards
6 on this test and not use NAEP standards. That's a
7 whole different thing we haven't talked about. The
8 other alternative is the one that I'm suggesting which
9 is not as desirable, is that you use the standards on
10 NAEP but recognize that that's under a low stakes
11 environment.

12 CHAIRMAN SMITH: I'm suggesting a third
13 alternative. What I'm suggesting is that you do both
14 of these under low intensity, under low stakes, and
15 you do the other one under high stakes. At that
16 point, what you then have is a measure of what the
17 impact of the stakes are but actually motivating the
18 performance that you wanted. It would move the 40
19 percent who don't succeed to the basic level down to
20 37 percent, 35 percent, 30 percent, depending upon how
21 strong the motivation is, and about how sensitive
22 their performance is to that kind of motivation.

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1 DR. LINN: But then don't you have to have
2 a high stakes try out for the linking or the equating
3 to the next year's test? You've really doubled the
4 cost.

5 CHAIRMAN SMITH: I don't know. I mean I
6 don't know.

7 DR. ROMBERG: Well, you've got listed you
8 were going to do three different studies and they
9 don't have to be done under the same conditions. The
10 linking to NAEP or the linking to TIMSS can be done
11 low stakes while the equating could be done high
12 stakes.

13 MR. PHILLIPS: What I think Mike is saying
14 is a research study or a study on the side --

15 CHAIRMAN SMITH: No. I'm talking a
16 different conceptualization. It's a different way of
17 thinking about it. It's a way of thinking about that
18 performance, the real performance of the student when
19 he comes under the high motivation condition and that
20 real performance ought to be rewarded. We shouldn't
21 call it below basic if, in fact, it is above basic in
22 its real consequences. Do you follow me?

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1 MR. PHILLIPS: I follow you. The trouble
2 is you don't have a standard on this test to know if
3 it's actually below basic.

4 DR. LINN: Right, but suppose you start
5 with what you'd like to have and then see how feasible
6 it is to get. What I would like to have would be NAEP
7 and the new test administered under NAEP-like
8 conditions. Then I would also like my new test to be
9 administered under high stakes along with the one that
10 I'm equating it to. Both of them under high stakes.
11 So that you really have four samples there and the
12 advantage of that is that it would tell you the
13 difference between same test, two different
14 administration conditions.

15 MR. PHILLIPS: Okay. I'm with you. So
16 you've got NAEP, reading, and you've got high stakes
17 and low stakes. Is this what you're saying, Mike?
18 And what you want to do is you want to administer NAEP
19 under both high stakes and low stakes conditions.

20 DR. LINN: No.

21 MR. PHILLIPS: You never want to have NAEP
22 under high stakes?

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1 DR. LINN: You have NAEP and the NRT under
2 low stakes. You have the NRT old and new under high
3 stakes. The old or new under high stakes let me
4 equate from year to year and the same NRT under low
5 and high gets me information about how much you gain
6 by different administration conditions.

7 MR. PHILLIPS: I see.

8 DR. CONATY: You might want to put the
9 discriminatory power of the test on the lower end of
10 the distribution if you guys are right.

11 MR. PHILLIPS: I see what you're saying.

12 DR. CONATY: Because that's the one he's
13 concerned about. Presumably, it's more sensitive at
14 the low performance end. If that's true, then you
15 have to have more discriminatory power at the lower
16 end for these different kinds of conditions.

17 DR. LINN: Right.

18 MR. PHILLIPS: I see. So this is what I
19 was talking about as trying to have the new test and
20 old test under the same high stakes condition and this
21 is the new thing that the two of you are talking about
22 which is to do the traditional analysis.

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1 DR. LINN: And then you think about the
2 old and the new under high stakes. Being old, I
3 always have to think of the way things were done in
4 the old days. There are two common ways of doing
5 that. One is by having a common anchor set of items.
6 Another is to have spiraled forms. The LSAT, for
7 example, uses spiraled forms where they would use the
8 old test on a small portion of your new test
9 administration. So you are repeating the same old
10 test but it's on a small sample and you use that for
11 equating.

12 What those two approaches are dealing with
13 is the problem that you said that you wanted to have
14 and that was to make sure that you got the field test
15 under high stakes. I don't think there's any way you
16 can know because we don't know enough about what
17 causes the stakes to change really and so the only way
18 I can imagine doing that is to administer it for real,
19 if you will.

20 DR. PORTER: Which makes it same stakes
21 rather than high stakes. That is, they're going to
22 buy all over the country --

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1 DR. BURRILL: That's much better.

2 MR. PHILLIPS: One issue here for us
3 internally is that if we do this, the old test, the
4 new test, high stakes, NCES, as a data collection
5 activity, it probably needs to be not an NCES
6 activity. So this is good. This takes care of my
7 problem and takes care of Mike's problem. So what we
8 do is simply add another piece to this right here,
9 which is this piece right here.

10 CHAIRMAN SMITH: Let's push. That's good.

11 DR. PORTER: Can I bring up a different
12 issue. I've got to leave and there's just one thing
13 I want to bring up for sure before I leave. It isn't
14 one of your issues, so would that be all right?

15 CHAIRMAN SMITH: Sure.

16 DR. PORTER: It could be a big one.

17 CHAIRMAN SMITH: I'm collecting issues
18 here.

19 DR. PORTER: I mentioned this to Mike
20 already but say you're committed to this idea of
21 reporting against performance standards and so in
22 reading, you're going to get those performance

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1 standards from NAEP and Bob has talked a little bit
2 about the pros and cons of that and in math you're
3 going to get those performance standards from TIMSS.
4 Just the observation is that the NAEP performance
5 standards have been set to be very high. We know
6 that. Very high on reading and on math.

7 In fact, if we got international, we have
8 every reason to believe that we would have set -- if
9 we used the TIMSS-like international standards but in
10 reading, you know, 50th percentile and 90th
11 percentile, that our kids in the U.S. would look much
12 better in reading. We think we are doing a much
13 better job in reading than we think we're doing now
14 using the NAGB - NAEP standards.

15 Now, in math you would use these
16 international norms standards and so people may end up
17 then starting to think we're doing worse in reading
18 than we're doing in math. I know you're going to say,
19 Geez, you should never make comparisons. Are we doing
20 as well in one subject as another? That must be
21 technically incorrect. I personally would do that.
22 I mean I do that with myself when I ask about my kids

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1 and it seems like a very logical thing to do. I know
2 you'll all say you shouldn't do it. But I think it
3 will, you know -- so then you think this is supposed
4 to operate at a policy level and guiding your sources
5 and thinking about however we should be trying.

6 If you ask me right now how hard are we
7 trying in mathematics versus how hard are we trying in
8 reading in elementary school, I would say there's no
9 comparison. We're trying extremely hard in reading
10 relative to how hard we're trying in math and we are
11 achieving better in reading than we are in math.
12 That's what I happen to believe.

13 So I think that it's too bad to use these
14 very different ways of setting performance standards
15 across the subjects and the grade levels. The kind of
16 NAGB, I would say, ridiculously stringent standards,
17 kind of they go through item by item and they say,
18 well, if you're any good, should you know this item?
19 This item? They go through these 35 items and they
20 say, yes, you ought to know all those items and so
21 they say then to be really good, you've got to know
22 all 35 items which, to me, that's kind of a dumb way

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1 to do it. Maybe you ought to know 30 out of the 35 or
2 something like that.

3 So we get these very high standards and
4 all our kids fail and if you're going to do that in
5 reading, then shouldn't you do that in math so that,
6 you know, people don't get confused about what the
7 standards are meaning or I would rather say if you're
8 going to do the international norm referencing
9 approach in math, which I kind of like, then is there
10 some way that you could get that for reading and use
11 those as well instead of the NAGB reading standards?

12 I'd like to have you do the standards
13 basically in the same sort of a way so it would be
14 easier to interpret than kind of this macro policy way
15 about how much we should be worried about one subject
16 versus the other.

17 CHAIRMAN SMITH: You may be right and part
18 of it shows this because the TIMSS is coming along and
19 got a lot of play.

20 DR. PORTER: Right.

21 CHAIRMAN SMITH: And part because these
22 are two different ways of setting standards and people

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1 ought to recognize that there are different ways of
2 setting standards. Now, that may be too much for
3 people -- What you could do is you could actually
4 report them in both ways. In an ideal world, you
5 could have NAGB-type standards in reading and math.
6 We actually have those. You could have international
7 benchmarking in reading and math and then you could
8 report both of them. That would be less confusing.

9 DR. PORTER: I don't know.

10 CHAIRMAN SMITH: Well, the thing is there
11 they'd know they were confused. The other way,
12 they'll think they understand it and they'll be
13 thoroughly confused. All of this gets solved in some
14 ways if we move to the NAEP framework which was
15 equated with TIMSS to do what you're suggesting, at
16 least for math. You can't do it as much for reading,
17 but you could do it for math. Right?

18 DR. LINN: I like this.

19 CHAIRMAN SMITH: If that's the way we
20 should go in terms of the frameworks, we need to hear
21 from the math folks loud and clear on that because
22 it's a very important issue and we need to get that

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1 issue pretty well settled before we get into this RFP.

2 DR. LINN: Is the recent international
3 reading results, is that at fourth grade?

4 DR. VENEZKY: Eighth.

5 DR. LINN: It's only eighth?

6 DR. VENEZKY: '91, '92. That was an ETS
7 one. It was the most recent one.

8 MR. OWENS: I have the NAEP framework and
9 the TIMSS framework and they're not all that
10 different. There's this belief that there's this big
11 change but by looking at it, it's not all that
12 different.

13 MR. PHILLIPS: When was the reading--

14 MR. OWENS: The reading literacy.

15 MR. PHILLIPS: The international reading
16 literacy study.

17 MR. OWENS: '91.

18 CHAIRMAN SMITH: But you just made another
19 point, Phil, about the TIMSS and I think that's --

20 MR. OWENS: I think we must look at these
21 two frameworks, look at the kinds of distribution and
22 I think people have an antiquated view of what TIMSS

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1 was from when they looked at it last and I think that
2 it's changed a lot in its implementation.

3 MR. PHILLIPS: We're going to have a more
4 standard analysis that compares NAEP and TIMSS coming
5 out shortly that looks at the framework and the --

6 CHAIRMAN SMITH: We've got that coming
7 out.

8 MR. PHILLIPS: It should be coming out
9 toward the end of the month.

10 DR. VENEZKY: Could I come back to Andy's
11 point. If the schools that we're really interested in
12 influencing are the ones who are performing not so
13 well today, to walk in with the current NAEP cut
14 points and say to them, "Look, you have only one
15 percent of the kids in your school who are reaching
16 proficient level. You've got to get your little tails
17 in gear and get everybody up there." I think they're
18 going to laugh at us. I think they're going to look
19 at those particular standards and say that's
20 unrealistic, and especially if those standards are set
21 up differently from the math standards. The higher
22 performing schools will probably love it.

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1 But the thing I guess I have the most
2 problem with, and I realize that there's a policy
3 decision made somewhere that perhaps we shouldn't be
4 speaking to, is why would we not want to take this new
5 test and get a group together and create our own cut
6 points for it? Why go through a kind of linking to a
7 test that was not developed for individual scores
8 that's gone through and has its own history, its own
9 baggage where we're introducing another set of error
10 factors in linking itself, as opposed to going through
11 an exercise that's not very expensive.

12 CHAIRMAN SMITH: One reason is simply that
13 we've been using the 40 percent for America Reads and
14 for the notion of reading independently. You've been
15 involved with that and we've been using that measure.
16 It will be tough. I think it'll be very tough on some
17 schools, but it'll also be, we hope, a dose of cold
18 water that is necessary to wake up the systems. I
19 think it's in part why we were discussing should there
20 be some points below the basic level that could show
21 some progress and I think we've got to explore that as
22 an idea. I don't know what we want to call it, but

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1 something that would be able to have schools show
2 progress over time in moving up toward the basic
3 level.

4 I in my mind don't have any doubt that
5 almost all of our kids can get to that point if we
6 give them the effort, and I think we can. We can move
7 the system so that it does put the kind of effort into
8 it that they need to get.

9 DR. VENEZKY: I agree with you in the
10 abstract but when I look at a project, for example
11 like the Chelsea Project where enormous resources have
12 gone in by some pretty intelligent people working with
13 the school system, maybe not under ideal conditions.
14 I don't remember how many years we're talking about.
15 Six years or more. Their scores have hardly moved up
16 an inch in reading.

17 Now, their scores in assisted kind of test
18 taking have moved up. But the minute these kids have
19 to take a test independently without the supports that
20 the teachers provide them and teach them how to depend
21 on, they've hardly moved an inch. And the people
22 working on the project are still optimistic but their

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1 optimism is tinged with expectations of much higher
2 resources that they know they've got to get to these
3 kids in preschool. They've got to provide a lot of
4 training for parents. They've got to have after
5 school summer programs and so on.

6 I go through that only to say that it's
7 not going to be an easy task. It's not going to be
8 just show them where they are and intimidate them into
9 thinking that just by getting their school act
10 together a little better with available resources
11 they're going to move ahead because, as you well know,
12 for reading, unlike math, the home factor is a much
13 bigger component of performance.

14 CHAIRMAN SMITH: I agree. I think it is
15 bigger.

16 DR. VENEZKY: So maybe we've got to find
17 a solution within the framework we're faced with that
18 is along the lines you're talking about. Maybe we
19 have to change our interpretation of what these cut
20 points are mean.

21 CHAIRMAN SMITH: Do we know how close --
22 we must know how close people are to basic. How much

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1 distance there is between --

2 MR. PHILLIPS: You can figure that out.

3 CHAIRMAN SMITH: You can take a look at
4 that and figure that out.

5
6 DR. PORTER: And the scale scores, by the
7 way, can work for reporting progress over time even
8 for a school because then you don't have to somehow be
9 able to translate a 280 into what a kid knows. You
10 can translate it into are things getting better or
11 worse over time. So you have the basic equipment to
12 do those kinds of things.

13 DR. ROMBERG: I guess I'm a little
14 concerned about Dick's question, in large part because
15 while I agree wholeheartedly that one of the problems
16 is that we've got a large number of students who are
17 scoring low, I'm also looking at the issues that
18 happen in mathematics where we've got at least some
19 people arguing our standards are way too low now, and
20 that we need to be able to say if we're going to
21 expect kids to do something different in mathematics
22 by the end of eighth grade, then we're going to have

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1 to have some items on things we don't teach.

2 We've got to have some things that deal
3 with, say, matrix algebra and transformation geometry
4 and some other things that aren't in the current
5 curriculum because otherwise we're not aiming toward
6 -- and I pick on my buddy Dick Venezky and others out
7 of the math community who are saying we're setting our
8 standards way too low for too many students and we're
9 expecting most of them to be down there.

10 CHAIRMAN SMITH: That's fine. I think we
11 can go into all of these things with high expectations
12 but also I think some realism. I'd just as soon see
13 some items --

14 DR. ROMBERG: I'm not arguing -- my point
15 is the whole notion that maybe the tailored testing we
16 were talking about earlier might be a more appropriate
17 thing if we're really going to kind of stretch it out.

18
19 DR. PORTER: We have two kinds of
20 standards being talked about right now that could both
21 be very high. One is what Tom was just talking about
22 and the other one is what Dick was talking about.

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1 They're a little bit different. I mean you can set
2 very high standards for people being able to do the
3 multiplication facts. That's a very different kind of
4 a high standard. The NAGB ones are some combination
5 of those two things.

6 DR. VENEZKY: Use the NAGB ones.

7 DR. PORTER: Anyway, Dick tried to score
8 a touchdown off of my point and got tackled short of
9 the goal line. I was just trying for a first down
10 which was I hope you will give some serious
11 consideration to maybe setting the standards in fourth
12 grade reading and in eighth grade math using a
13 comparable sort of procedure. The easiest thing for
14 you, what I'd most like is for you to use the
15 international benchmarking approach in both places
16 which is the toughest one. What you could do easily
17 is to use both the international and the NAGB ones in
18 eighth grade math and the NAGB ones in reading.

19 I think that would be an improvement over
20 what you're currently proposing because I think this
21 confounding between subjects and approaches to
22 standard setting is going to confuse people about

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1 making judgements as to how well we're doing in one
2 subject versus another. Those judgments I think are
3 important judgments to make. We spend currently
4 probably three to four times as much time teaching
5 reading in elementary school as we do teaching
6 mathematics. So I'd say we're just trying a lot
7 harder in reading than we are in math.

8 CHAIRMAN SMITH: Except for the last part,
9 does everybody agree with the idea on the performance
10 standards, having them similar for both? Anybody
11 disagree with that?

12 DR. PORTER: Similar nationally or
13 internationally?

14 CHAIRMAN SMITH: They turn out to be
15 basic, proficient and advanced but also have the
16 international for the eighth grade. I don't think
17 we're going to be able to get the international.

18 MR. PHILLIPS: Does that mean we would set
19 standards on TIMSS?

20 DR. PORTER: No. It means you've going to
21 do this linking of TIMSS to NAEP.

22 MR. PHILLIPS: Oh, I see.

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1 DR. PORTER: So you can use the NAEP math.

2 DR. BURRILL: So essentially, Andy, what
3 you're suggesting is that the language that gets used
4 in talking about where we are and what we're doing in
5 both areas is the same based on the same thinking.

6 DR. PORTER: That's exactly right but I
7 would augment in math where we can the international
8 reference as well. I would love to do that in
9 reading. I'm just recognizing it would be a big
10 expense to do it. We'd have to get a bunch of other
11 countries to take our NAEP reading test in other
12 languages. They'll have to take it in English. Let's
13 give it to South America.

14 CHAIRMAN SMITH: That's interesting.

15 MR. PHILLIPS: I worry a little bit about
16 too much linking going on but I don't know what the
17 right amount is.

18 CHAIRMAN SMITH: I think the second
19 question that comes along here is Bob's question. Is
20 it better to design the new test, the new math test,
21 on the basis of NAEP, eighth grade NAEP, rather than
22 eighth grade TIMSS. Does that help us solve the, I'll

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1 call it the NCTM problem? The problem has been
2 raised by NCTM about the lack of appropriateness for
3 the TIMSS framework for the U.S. It's an issue about
4 how different those frameworks really are and how
5 different the items look. It may be a difference
6 that's not terribly important.

7 Anyway, we do need to look closely and
8 apparently we're getting that study done and we'll be
9 able to look closely at that study and I think we need
10 all of your help on that, those of you who are in
11 math, to take a look at those and make some judgments.

12 DR. LINN: Gene would certainly know
13 better than I how similar the frameworks are but
14 assuming that that's right, that they are pretty
15 similar, then you kind of get both anyway.

16 DR. CONATY: If you're really going to
17 have 100 minutes of testing, then you can reopen the
18 subscale issue because you have enough time. If the
19 frameworks are similar, then perhaps you could create
20 an algebra subscore. Maybe not all six on TIMSS but
21 some subscore.

22 DR. PORTER: Need a geometry subscore.

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1 That's where the worlds --

2 DR. CONATY: Why would that change it
3 though?

4 DR. ROMBERG: Geometry will --

5 DR. LINN: Whichever way you go in math,
6 I think that the subscores are going to be of interest
7 to the consumers and in a two hour period of time you
8 ought to be able to get some subscores, maybe not all
9 of them and maybe you don't want all of them. Maybe
10 you don't want a measurement subscore. I don't know.
11 That's always been the part that Andy didn't like
12 anyway.

13 DR. ROMBERG: You certainly don't want the
14 NAEP measurement items that are all in metric units
15 for American kids.

16 DR. BURRILL: But the other piece is that
17 if we're to help teachers understand and look towards
18 the curricula differences that we're trying to ask
19 them to do, we're trying to ask them to leave behind
20 some of the computational drill and practice that
21 they've been looking at and start to get kids to use
22 those facts. Somehow or other we have to showcase

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1 that there's more to what we're testing, what we're
2 interested in, what we think is important. And that's
3 kind of -- the TIMSS did that. I mean it showcased
4 that there were these big content areas. And so I'm
5 not clear about the whole process of putting it
6 together but if we're going to push people forward,
7 they've got to know more about what the test is based
8 on.

9 CHAIRMAN SMITH: And they have to be
10 reinforced for it. If the school puts a lot of energy
11 into teaching algebra concepts over the fifth, sixth,
12 seventh and eighth grades, they ought to be reinforced
13 for that and get a scale score that reflects it, as
14 well as an overall score.

15 DR. PORTER: I have a question on a
16 different subject. I really mean it as a question.
17 Is there value to -- we talked about motivation or
18 stakes, all this kind of stuff. Is there value? Are
19 you planning on trying to collect some information
20 about how these tests are actually used? I'm just
21 thinking there would be value to that. Not so much as
22 kind of a watch dog monitoring thing but more as a

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1 descriptive thing. You might want to put out annually
2 that says okay, we're giving these tests and here's
3 the kinds of uses that they're being put to and here
4 seems to be some of the effects of it.

5 You could think of that, you know, if you
6 wanted to justify that with federal money, and
7 research I know doesn't sell that well, you could say
8 it's more like an evaluation of the program. This is
9 a big federal program and probably you should be
10 evaluating it.

11 Anyway, if you're going to do that, you'd
12 want to get ahead of the curve on that because you'd
13 want to be able to get the research going about at the
14 same time as you start the testing to get some
15 baseline stuff.

16 MR. PHILLIPS: Maybe we could make that
17 part of the monitoring the contractor does. That'd be
18 a piece of it.

19 DR. PORTER: It could be a separate thing.
20 Sole source to WCBR. I don't know.

21 M R . P H I L L I P S :

22 Doctor Sylvia Johnson just came in. I

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1 didn't see you come in, so welcome.

2 DR. JOHNSON: Hi, Gary.

3 DR. BURRILL: Can I go back to the
4 conflict issue. I don't know how to build this in but
5 I indicated this to Mike before that this is really a
6 concern that NCTM has is that what we're doing is
7 we're concentrating so much on catching up, in a
8 sense, that we're not looking at how we have to keep
9 going forward. So I'm worried about how we try to
10 build that into this, that we don't just look at
11 trying to shorten the gap, recognizing that the rest
12 of the world is moving forward -- not even the rest of
13 the world -- the things our kids need to know and
14 understand, especially in mathematics, is moving
15 forward. So there's some way we need to pay attention
16 to helping people know that there's more beyond where
17 we were when all of these things were settled a couple
18 of years ago.

19 MR. PHILLIPS: Is there a planned revision
20 of the NCTM standards underway?

21 DR. BURRILL: Yes.

22 MR. PHILLIPS: When will that be

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1 available?

2 DR. BURRILL: 2000.

3 DR. ESTY: A draft will be out a year and
4 a half before the 2000. Spring of 2000.

5 CHAIRMAN SMITH: When is the next update
6 for the NAEP?

7 MR. PHILLIPS: I think it's probably
8 around that time. About 2000.

9 CHAIRMAN SMITH: So it could correspond.
10 I think that's the best way we have in some ways of
11 updating frameworks on a regular basis against the
12 NCTM standards. This is a very tricky issue. You
13 don't want to extend this thing so far up that at the
14 same time you are reducing the opportunities for a lot
15 of folks who are down toward the bottom beginning to
16 close the gap.

17 DR. ROMBERG: We recognize that.

18 CHAIRMAN SMITH: That's a really tricky
19 balance and we've got to figure out how to work that
20 balance because we want to reward folks in effect for
21 working hard, getting the base moving up, and so on,
22 rather than always just extending the bar.

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1 DR. PORTER: Do you want this to become a
2 part of Title I evaluation?

3 CHAIRMAN SMITH: You're stepping beyond
4 what we thought. Maybe. Sure. I mean Title I
5 evaluation, as most of you know, in 1999 they're
6 expected to have math and reading as their two
7 evaluations, primary evaluations. It's a lot more
8 than fourth and eighth grade math and reading. But
9 there is a core idea there.

10

11 DR. PORTER: I would think you'd want to
12 think hard about that. If there's a way to be
13 supportive of that kind of thing, I think you probably
14 want to do it.

15 CHAIRMAN SMITH: I think it's possible.
16 That is a high stakes situation for the schools, not
17 for the kids necessarily.

18 DR. ROMBERG: Mike, we want to reward
19 people who are doing, you know, aiming toward meeting
20 the standard, the NCTM standards of whatever. Have
21 you done any thinking about or looking at any of the
22 NSF projects that are developing curricula to do that?

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1 Looking at the content of those and kind of the
2 approach that's being taken because a lot of what
3 happens in the previous NAEP and TIMSS don't reflect
4 the content that is being pushed in those curricula.

5 CHAIRMAN SMITH: I haven't really looked
6 at them over the last six years or so since I ran
7 that.

8 DR. ROMBERG: All these would be new since
9 those.

10 CHAIRMAN SMITH: One of the things we very
11 much need to do is to identify curricula that move us
12 along the path that we're going to go. If those
13 curricula have any evaluation data and are shown to be
14 successful at all, I think we should be putting those
15 out as a list or the NCTM should be putting them out
16 and saying, "Yes, they do meet our general idea of
17 what curricula should look like." That endorsement or
18 at least some reflection that these particular
19 curricula are important because the only way I think
20 we're going to get some change out of there is to
21 begin to take the professional responsibility of
22 identifying things that we think are going to quote

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1 "work" and then just pushing.

2 We're willing to take what you folks say.
3 We're not willing to go the route yet of anointing
4 something, saying here are the five programs that work
5 and this is it. But we are willing to say the NCTM
6 says that these look pretty good and the IRA says that
7 these look pretty good. We're willing to really push
8 those.

9 DR. PORTER: What's Achieve, you know, the
10 entity, going to be doing? Is that a factor in here?

11 CHAIRMAN SMITH: Yes. Hopefully. They're
12 going to have to get an executive director. The first
13 step.

14 Andy, you have to leave so any other
15 thoughts?

16 DR. PORTER: I got the --

17 CHAIRMAN SMITH: Well, when you're on the
18 planes, jot things down. Also think about the other
19 side of this, that is think strategically about to
20 affect what schools are doing between now and 1999 and
21 2000, things like using the curricula that look as
22 though they've got some research basis and so on. And

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1 how do we leverage change in the system using this as
2 a catalyst?

3 DR. ROMBERG: Mike, let me bring up
4 something I mentioned to Gary. If we're trying to
5 indicate that our students are doing as well as
6 students in other countries, we want to say, "Hey, we
7 need to get up to that." Have you thought about
8 looking at what other countries do in terms of their
9 testing programs, because nobody else gives tests like
10 these as a vehicle. The question becomes, well, is
11 the approach that we're taking here rooted in kind of
12 the psychometric tradition of this country and the
13 approach that what's important are answering these 45
14 questions in 45 minutes, less than a minute a piece
15 for the basic items, and saying that's what's
16 important in mathematics or reading?

17 While other countries typically might give
18 a four hour exam with six problems to work on in
19 mathematics with lots of parts to it and so on and if
20 their kids knock the socks off of any test we give,
21 are we sending the wrong message by giving this kind
22 of test as the marker for what we're looking for?

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1 CHAIRMAN SMITH: Maybe.

2 DR. ROMBERG: I'm not opposed to testing.
3 Don't get me wrong.

4 CHAIRMAN SMITH: I understand.

5 DR. ROMBERG: But it's just a question of
6 saying, you know, is this the right vehicle to get the
7 kind of change we're talking about? I think it's a
8 question that needs to be raised. This is the
9 traditional way we've looked at testing, and it's not
10 one of the countries --

11 CHAIRMAN SMITH: I think it's a very good
12 question.

13 DR. BURRILL: Part of it might be around
14 the philosophy of how we get ready for it. This
15 notion of practicing and things. And part of it is
16 you need to be familiar, you need to have some
17 understanding about what you're going to be asked.
18 But another part of it is what we tend to do in our
19 American classrooms is we look for a model and then we
20 just glom on into it and it becomes the end all and be
21 all. So if there's five questions on the practice
22 test, that becomes my curriculum. It doesn't make any

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1 difference what the whole rest of the book is or
2 anything else. I just take those five questions and
3 that becomes the focus of all the attention.

4 So somehow or other, kind of picking up on
5 what Tom was saying, but there needs to be built into
6 this delivery system that this test should be
7 capstone. It shouldn't be necessarily identifying
8 each individual thing as buffing. I mean you all did
9 your distance equals time rate problems, a guy going
10 upstream and downstream in his little canoes. Well,
11 those things became the thing and we just made them
12 into an art and now we've dumped them out and we've
13 got some new things we're making into an art, but
14 that's what we tend to do every time is to find a
15 handle that will provide the answer.

16 It's the whole thinking process. We need
17 to build around that. So if we can cast this test in
18 that light that it should be the capstone for a set of
19 knowledge experiences a kid should have, not to try to
20 imitate the test, we might have a better chance.

21 DR. ROMBERG: I see it as in relationship
22 to the -- reference tests, the state and local

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1 testing programs. You say, "This is a piece of
2 information that provides us something," but it should
3 not be all the information that people use to make
4 decisions about kids' progress. In fact, it's
5 probably a very small piece. It's only an indicator.
6 It's only an indicator, and it's not diagnostic, it's
7 not prescriptive, it doesn't give you lots of
8 diagnostic information that tells a teacher what to do
9 next. It's not designed for that purpose. As long as
10 that message is out there and clear.

11 If you want to know how well your kids are
12 really doing, then there are some other things that we
13 can do, add on to this. This is a piece.

14 MR. PHILLIPS: Right. I think what we
15 need to do is to -- we're running out of time. We'll
16 only get a couple of these discussed. I'd like to at
17 least hear your views on a couple of other things
18 here, other things you might add to the list.

19 One that bothers me is the possible
20 eventual corruption of NAEP and TIMSS if TIMSS is
21 administered again as an international test. But
22 let's just focus for a moment on NAEP since NAEP is

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1 likely to be out in the field at least every other
2 year and maybe every year in the future. Imagine a
3 situation where, let's say, a school district or a
4 state which is participating in the NAEP assessment is
5 also participating in this new reading test and I
6 would imagine that since these items are released and
7 a big deal is made out of this new test that a state
8 would start to teach to that test and who knows what's
9 considered to be an influence on the curriculum and
10 instruction and things like that.

11 Since both NAEP and this test are
12 measuring the same thing, there would be an indirect
13 effect on NAEP in that you have one state that's
14 teaching basically NAEP and another state which is not
15 and so the indicator, NAEP as an indicator, is
16 corrupted. So what do we do with that?

17 DR. FEUER: Gary, I think this goes back
18 to the earlier discussion about so-called high stakes
19 and low stakes situation. If I understand you right,
20 you want to be able to develop what you called from
21 the new test, the NRT let's just call it, you want to
22 be able to predict NAEP results. I'm not sure what

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1 prediction really means here, but it sounds like what
2 you would develop from that is some kind of a discount
3 factor.

4 In other words, we know that the new test
5 has more serious consequences associated with it. We
6 therefore assume a priori that performance will be
7 higher on that test than performance would be on a low
8 stakes version of it, and that difference -- I mean
9 assumably possibly you could even develop this as a
10 new constant. This would be the Phillips constant
11 that would give you over a time a way of estimating
12 what the difference would be between these two things.

13 Now, if you develop that, then the next
14 step is to try to decompose that variance or that
15 discount into that part which is attributable to real
16 gain in learning which is what Mike hopes will come
17 out of this whole program versus gains that are
18 attributable to better test taking techniques. If you
19 look at the better test taking techniques problem,
20 that was one of the original purposes of NAEP.

21 It was so that when these other tests were
22 with their high stakes producing scores that had at

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1 least the possibility that part of the increased
2 performance was due to teaching to the tests and other
3 untoward kinds of behaviors, that NAEP was there as
4 the stabilizing influence. That will be gone once you
5 develop this Phillips constant.

6 MR. PHILLIPS: Are you saying -- what will
7 be gone?

8 DR. FEUER: NAEP as an indicator of what
9 NAEP true change -- I hesitate to use the word truth
10 here, but NAEP as an indicator of knowledge gained
11 versus test score gain. That could very well be lost
12 in this. Unfortunately, I think the possibility of it
13 being lost gets even stronger the better you get at
14 developing the Phillips constant.

15 MR. PHILLIPS: That's what worries me.
16 That's why it's up here.

17 DR. FEUER: The other problem is that
18 suppose the new test, the items are so good that we
19 really do want teachers to teach to those items. Now
20 along comes NAEP and says, "Well, hold on. This is
21 the problem you know we've been starting to think
22 about." This is the so-called consequential validity

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1 problem of a good indicator such as NAEP which is sort
2 of the wet blanket on all of these good reforms. So
3 schools and the teachers go off and they do these
4 terrific things motivated in part by this new test and
5 then along comes NAEP and says, "Well, you're not
6 doing as great as you thought you were." So what will
7 the effect of that be? And we don't really know.

8 DR. LINN: One of the things I would hope
9 is that NAEP would not just report on this local score
10 of reading but, in fact, would provide some other
11 information and would have more of these 15 minute and
12 longer tasks so that you could comment on things more
13 proudly. The design does deal with part of the Lake
14 Woebegone effect which comes about from the fact that
15 they're going to have a new form every year so that at
16 least you have to teach to the framework or the
17 specifications of the test as opposed to the specific
18 form, because most norm reference tests, as you know,
19 you have two forms and they're around for several
20 years. So it's a whole different thing in that
21 regard.

22 I guess what I would worry about for NAEP

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1 is really a different kind of not corruption but
2 degrading of NAEP, because if this procedure is very
3 successful, then participation rates might go down and
4 that could damage NAEP a whole lot. We'd start
5 getting poor participation rates. I would hope that
6 the way you address part of Mike's issue is to make
7 sure that NAEP continues to be broad and it may have
8 a core which is what you equate this test to, but
9 that's not all of NAEP, that it's a broader flower.

10 DR. ROMBERG: You brought up one thing
11 that I'm worried about in this discussion and that is
12 having dealt with a lot of school administrators about
13 gathering data in the schools, there are only so many
14 hours that they're willing to give up for testing and
15 if you're going to do this 90 minutes and you're going
16 to NAEP and you're going to do TIMSS and you're going
17 to do the norm reference standardized test and so on,
18 some things are going to have to go in many schools.

19 DR. FEUER: Make a longer school year.

20 DR. LINN: It might be if this is
21 successful --

22 DR. ROMBERG: Something else is going to

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1 go.

2 DR. LINN: If you lost state by state NAEP
3 in reading grade four and math grade eight, that
4 wouldn't be so bad. You could still have national
5 NAEP.

6 DR. ROMBERG: Sure.

7 DR. VENEZKY: Are we going to talk about
8 frameworks or have we exorcised that?

9 MR. PHILLIPS: We can. Do you want to go
10 to that now? This is corruption so it sounds like
11 there's general agreement that there is risk here,
12 maybe major risk, and maybe in the best of all worlds
13 there would be a degrading, which is Bob's point, of
14 participation in the assessment and maybe other
15 things. So you're in agreement that this is an issue
16 that we need to worry about and think through more.
17 These things might get turned into additional meetings
18 or research commission papers or something to deal
19 with these different topics. Have somebody go away
20 and think a lot on each of these.

21 Okay. You want to go to the frameworks
22 issue?

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1 DR. VENEZKY: Yes. I'm not exactly sure
2 how to deal with the reading framework. I guess I
3 could take it either as general enough that you can
4 really do what you want or I could say is the
5 framework that is not what we'd like to drive to
6 schools with? This is a framework that still sees
7 reading as basically literature and although it claims
8 to have three scales, in fact, one scale is left out
9 totally for fourth grade and the other scale that's
10 nonliterary is played down. Meaning if you read
11 through here, what you would see is that literary
12 interpretation is the main thing that's emphasized,
13 and that's not what is needed to test the end of third
14 grade, beginning of fourth grade. There the whole
15 crisis in reading is that the kids generally, even the
16 ones who score well reading narrative fiction, have
17 trouble reading the science book, the math book, the
18 social studies book.

19 Yet, this framework still seems to treat
20 narrative fiction as if it's the main purpose of
21 reading and the main thing to assess. So that's the
22 problem that I see here. Now, probably the reality is

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1 if we pull out all the items, probably narrative
2 fiction is probably what? Forty to 50 percent of
3 fourth grade NAEP?

4 DR. ESTY: I'd have to look. That sounds
5 about right.

6 DR. CONATY: I think performance items--

7 MR. PHILLIPS: Performance items are
8 narrative fiction items.

9 DR. VENEZKY: And that, to me, is
10 problematic because the change we need to bring to
11 schools is to teach kids to read the content area of
12 materials, that narrative fiction, while important by
13 fourth grade, is less than a quarter probably of the
14 reading that kids have to do. So if we're really
15 asking, "Are the kids ready to handle reading in
16 fourth grade?" this framework is not optimal.

17 Now, as I said, we can finesse around that
18 with different ways to make items change the balance
19 and still claim to be within the framework but it
20 would mean drifting from the way NAEP was actually set
21 up for fourth grade.

22 MR. PHILLIPS: Okay. One of the things

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1 that I hope we would do, one of the things that we
2 will do, is when we get the advisory panel organized
3 that group would look at this issue, but what you're
4 bringing to my attention is that we really need to
5 look at this a lot sooner because this whole thing is
6 going to get sort of -- the train has left the station
7 and this is something we need to put on the front
8 burner.

9 DR. VENEZKY: Actually, the booklet says
10 55 percent of the items are literary experience at
11 fourth grade, and I don't think that represents the
12 percentage of literature read compared to the other
13 subjects at fourth grade.

14 MR. PHILLIPS: How do you propose we do
15 this, that we review the framework? You have your
16 views and others have theirs. The framework was
17 developed in a national consensus way. That took six
18 months to a year to do.

19 DR. VENEZKY: Let me try to be slightly
20 blunt without being unfair to people. Having been on
21 those framework committees over a number of years from
22 seventy something on, I observed the phenomenon that

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1 I'm sure occurred across a large number of subjects,
2 that depending upon the group you got together and who
3 the ones who were most driving within those groups,
4 you ended up with one framework or another.

5 I would really strongly recommend that you
6 try to get groups together who more represent the
7 teaching profession. That is, to try to get more
8 teachers who are out there in fourth, fifth, sixth
9 grade who could talk about the kinds of reading that
10 t h e i r k i d s h a v e t o d o .

11 The minute you bring a lot of academics in,
12 you're going to bring a lot of reading philosophy in.
13 There's a narrative crowd and they're very hell bent
14 on keeping literary interpretation in the forefront
15 and there are other groups.

16 So I guess all I'm really saying is if the
17 purpose of the test, as I understand, is to see, at
18 least at fourth grade level, are kids ready to go into
19 fourth grade able to read the school materials? I
20 would try to find people who could speak best to that
21 issue, if that helps you. Find those perfectly
22 objective quasi academics with school experience. Or

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1 you can ask me.

2 MR. PHILLIPS: Yes. I think the whole
3 issue of the frameworks, Mike says it's a given and
4 maybe it is. I'll discuss it with him. I wish he
5 were here for the discussion. I've been working under
6 the assumption that those are given. That was one of
7 the *a priori* decisions that I had up there in front.
8 But I'll check with him when he gets back.

9 DR. LINN: You might though, even taken as
10 a given to Dick's point, have a group of people think
11 about the test specifications, given the framework,
12 because I also heard that the test specs might be
13 different for this test than for NAEP. So it wouldn't
14 have to be 5545 to be more specific.

15 MR. PHILLIPS: Yes. And one of the things
16 that we talked about during the break was the fact
17 that we need to think more seriously about how we can
18 do this in the short run prior to the issuance of the
19 RFP and that something like a set of test
20 specifications at the minimum need to be developed,
21 maybe a set of items. So we will work on that.

22 DR. CONATY: If you look in the book

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1 somewhere there's almost like a cross test. On one
2 side that Dick just mentioned, then there's another
3 side identifying plots. I think the reporting
4 categories are really by what are the columns in that
5 cross test.

6 DR. VENEZKY: Developing and
7 interpretation. Personal reflection and response.

8 DR. CONATY: Reporting categories are the
9 rows.

10 DR. VENEZKY: So that's where the
11 percentage cuts off.

12 DR. CONATY: Right.

13 MR. PHILLIPS: Okay. Mike, the discussion
14 is on the frameworks. We need to revisit both NAEP
15 and TIMSS framework and I indicated that at this point
16 we're taking this as a given but you may have other
17 views about it. That's where we are on that.

18 CHAIRMAN SMITH: I think they're pretty
19 much a given.

20 MR. PHILLIPS: And we can handle some of
21 the problems through revisiting the test
22 specifications which can move the test itself in

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1 directions that might be more current to a certain
2 extent but not as much as you might like to go.

3 DR. BURRILL: I keep coming back to this
4 because now that I've just glanced through these two
5 things, I'm struck more and more when I'm thinking
6 about the items, and I haven't looked at all the items
7 like on TIMSS or on NAEP in the math so I can't really
8 tell you, but just glancing through and looking at
9 what the frameworks tell me, then thinking about the
10 videos that I've watched on the eight grade math
11 classrooms and thinking about the content issues, I
12 really truly think again that somehow or other we
13 really have to push.

14 These people that are performing well in
15 other countries, they're far beyond the kinds of
16 questions that were asked of them. So they could go
17 back and answer those questions easily. It wasn't the
18 ultimate of where they got to. So when I look at this
19 here, I look at this and like in the algebra things,
20 I mean you watch the videos of what those kids in
21 other countries are doing in algebra and in geometry
22 and they're just kind of alluded to in here as would

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1 be our pinnacle. So it's that same issue of I know we
2 have to catch up but the frameworks still are targeted
3 lower than what we want our vision to be. It's bad.

4 CHAIRMAN SMITH: Is the new NCTM framework
5 going to accommodate that?

6 DR. BURRILL: Well, as you know, our
7 standards are very general but if we go back to our
8 standards and look, we can find in our standards the
9 kinds of things now, the kinds of things that we're
10 pushing for. But what these were done was written to
11 reflect some reality like algebra isn't taught so you
12 don't do systems of equations. But that's one of the
13 videos that we've watched is the developing of systems
14 of equations.

15 DR. ROMBERG: Part of the problem is when
16 you look at the framework like this in math, the '96,
17 at the general level the first few pages that talked
18 about it, I say, Gee whiz, they're following NCTM
19 standards. But when you go back a little farther and
20 there's the detail of these are the things that are
21 included, this is a low level of what we were talking
22 about in terms of, say, algebra and geometry.

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1 CHAIRMAN SMITH: I guess that's the part
2 of the ACTM standard so they've got to have some
3 performance standards as well because that's the only
4 way you can take the general language and turn it into
5 the concrete which is what you're talking about. It's
6 a big step because that gets even more contentious
7 than--

8 DR. ROMBERG: Getting agreement is not
9 easy.

10 DR. ESTY: It doesn't look as if the
11 leaders of the writing groups are going to be moving
12 in that direction at this point.

13 CHAIRMAN SMITH: Maybe we can help get
14 them there. Do what we're doing which is what's going
15 to happen in some ways. Everybody's going to disagree
16 whether you're on one side of the area or the other
17 side of the area. We're going to disagree with where
18 we come out, I think, and that's probably right. We
19 probably should be somewhere in the middle between the
20 two factions in this issue.

21 DR. LINN: When you get to the level that
22 Tom's talking about, there are several steps between

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1 there and the test items.

2 DR. ROMBERG: The test items themselves.

3 DR. LINN: -- use proportions to model
4 problems.

5 DR. ROMBERG: Oh, that's wonderful.

6 DR. JOHNSON: I realize I haven't been
7 here for most of the day and you've already gone
8 through probably many of the things that I'm concerned
9 about and I realize that in terms of the folks that
10 are in this shop, you work very hard and I know how
11 committed everybody is to really changing what's
12 happening in the schools and changing what's going on
13 and that this is something that's growing out of that
14 sense.

15 I guess I'm not sure what the overall
16 purpose of all this is and what information is going
17 to be provided to whom at what cost and what actual
18 difference it's going to make in terms of what's
19 happening in the schools. It seems to me that maybe
20 that's something you solved this morning.

21 MR. PHILLIPS: We solved all that.

22 DR. JOHNSON: And I'm concerned with what

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1 training classroom teachers are going to receive. The
2 kinds of issues that we've been talking about now or
3 some of the issues that we've been talking about most
4 recently, it seems as though, have to do really bear
5 against the notion of trying to use one instrument
6 when we're talking about that there are some things
7 that we perhaps need to -- that we may having an
8 instrument that's too long because we're trying to do
9 too many things with it.

10 Any assessment is going to be conditional
11 on the experiences that children have had and what, it
12 seems to me that in terms of looking experiences,
13 educational experiences, that that has to be somehow
14 built into the whole process and then how's this
15 information going to be used to improve instruction?

16 So I guess I have some kind of peripheral
17 questions in terms of the whole process so that I'm
18 not comfortable, I guess, with the technical specifics
19 of design and items and just how we're going to
20 construct items and tie to them frameworks because I
21 am not really in touch with the whole process and the
22 why and the wherefore and how it's really going to

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1 impact what we want to have happen in classrooms.

2 CHAIRMAN SMITH: We did spend some time,
3 quite a bit of time this morning talking about that.
4 You raise a lot of good issues. Many or most of them
5 were raised, I think, earlier. This is part of a much
6 larger effort to really emphasize reading and math,
7 particularly up to the fourth grade in reading because
8 it is a transitional time and eighth grade math
9 because it, too, is a particular transitional time
10 that a lot of people have concentrated on within
11 project activity and others in math and lots and lots
12 and lots of different groups in reading, of course, as
13 you know.

14 There will be campaigns launched around
15 both of these, major campaigns by the department and
16 lots of folks finding out. We've been doing this
17 longer in reading than we have in math. In reading
18 we've got a whole bunch of states signed up already
19 and districts and so on where they really are pushing
20 for this kind of independent reading level by fourth
21 grade.

22 There's a couple of issues here that I

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1 talked earlier about. One is a little bit of a
2 frustration. The President feels and others feel
3 about the state of the standards movement, that is
4 that it seems to be accepted but in large part in many
5 instances the standards are not as challenging as
6 people hoped they'd be, that the kinds of time taken
7 to implement the reforms is taking longer than people
8 hoped certainly, that there's not as much movement
9 toward the kinds of issues that you were just talking
10 about that is really pay off changes in the classroom
11 in the context of challenging standards and so on.
12 And there's a real sense that we've got to break into
13 the system.

14 I think the President feels, I feel,
15 somehow we've got to give the system the stimulus to
16 put more challenging standards out there and to
17 highlight problems. Some of the problems that we've
18 got in places where the kids are not getting the kinds
19 of exposure and the experiences and teaching that they
20 should be getting. There's always a risk with this
21 kind of introduction of something brand new like a
22 national test of this sort. But we're trying to break

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1 into a cycle, a cycle where we tolerate curricula that
2 are really low level, low effort curricula for years
3 and years in certain places and we have high level
4 curricula in other places, and we can't continue to
5 have that or we're going to continue to have the same
6 kinds of grade disparities we presently have.

7 There has to be a way of busting into that
8 and the only way that the President could think about,
9 that we thought about, was to break in with a serious
10 test to highlight it to say that we expect every kid
11 to be able to achieve to those standards that are set.
12 We expect every kid to have the opportunity to achieve
13 to those standards. We're going to start now. We're
14 going to push to 1999. We don't expect every kid
15 obviously to make the basic levels in math and reading
16 by them but we darn well expect people to be really
17 aware of it and to begin to address those issues, both
18 for those kids who don't do as well as they should in
19 that first test, but also for the kids coming up to
20 get tested in year 2000 and 2002.

21 So it is really part of an effort to
22 mobilize the country around this issue and not to

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1 tolerate continuation of the way things have been
2 going which is, you know, going too badly in many
3 suburbs and not going too well in many cities. That's
4 kind of a way of capturing that, I think. That's got
5 to end. How do you make it end? Well, you make it
6 end through dramatic gesture in some way, through
7 giving the President a pulpit to speak from.

8 He's going to go around to the state
9 legislatures. He went around to Maryland. He's going
10 to go to a lot of other state legislatures. He's
11 going to make these arguments. He's going to ask
12 those states to begin to put some money where their
13 mouth is and to begin moving in ways that they haven't
14 in the past. So it is wrapped into this whole effort
15 to try to change the environment and change the
16 opportunities for kids.

17 On the more technical side, there are a
18 series of constraints that we went through about the
19 nature of the assessment and so on. We can have a
20 longer conversation about this, but that's the basic
21 line.

22 DR. JOHNSON: I think you've gone through

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1 a lot of this before. I certainly am aware of and
2 have applauded the use of assessments to actually
3 influence what's happening in terms of curriculum.
4 We've got a lot of examples of this kind of thing that
5 are happening. I guess my concern is, is this the way
6 to do it? Evidently the decision has been made to go
7 ahead with a national program to do this. I can see,
8 for example, MSPAP having and has had quite an effect
9 in terms of the state of Maryland gradually over these
10 last five, six, however many years.

11 You can see the change and you can
12 actually see changes in the classrooms if you visit
13 some of them in terms of the kinds of things that
14 teachers are doing and changes that aren't yet
15 evidenced in terms of test performance but are
16 evidenced in terms of teacher behavior and parental
17 expectations and this sort of thing. But then do you
18 then replace that with something else? That is, the
19 idea of trying to alter what's happening I think is
20 very important.

21 I guess I'm wondering about the role of a
22 broad national single kind of approach and I'm not

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1 opposed to it necessarily. Let's say I'm cautious and
2 wanting to examine it very carefully because I think
3 there are a lot of things we are doing that are
4 working and seem very promising and I don't want to
5 negate those.

6 CHAIRMAN SMITH: That's good. Mike.

7 DR. FEUER: Along the lines of this
8 question of using tests as an incentive for change, my
9 impression is that everybody would agree with your
10 hypothesis, Mike, that some kind of dramatic gesture
11 is going to have some pronounced effect. But there's
12 an underlying model here about tests as an incentive
13 device which I don't really think has been
14 particularly well studied although I suppose there's
15 lots of examples one could pick out of where the
16 incentive just seems to miss or it's a little loose
17 and here again, it sounds to me like -- and maybe this
18 is what Sylvia was getting at also -- that providing
19 the information from this test in and of itself may
20 not yield the kind of incentives for change that are
21 desired.

22 Suppose, for example, as an alternative,

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1 instead of just producing the results, you actually
2 held school systems accountable to demonstrate how
3 they were going to change some aspect of their
4 curriculum every year based on these test results.
5 That would take a little bit of the onus off of the
6 score itself and it would shift the tension to what do
7 people really do with this. I don't know exactly how
8 you --

9 CHAIRMAN SMITH: We're not going to do
10 that but if we could get every school board to do
11 that, that would be great.

12 DR. FEUER: Well, how do you get every
13 school board to do that?

14 CHAIRMAN SMITH: Well, you know --

15 DR. FEUER: Linking from one test to
16 another, we're very good at that, but linking test
17 results to real treatment is --

18 CHAIRMAN SMITH: Well, we're going to put
19 out to school boards results of the TIMSS, for
20 example, to every school board in the country and
21 we're going to include in those test results a set of
22 questions that they might ask their superintendent

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1 which is not an unreasonable thing to do. Why aren't
2 our kids studying some algebra in fourth grade or
3 fifth grade or sixth grade or learning some geometric
4 concepts or learning the relationship between algebra
5 and geometry or whatever? Simple questions that a
6 school board person can understand and can understand
7 the answer. I'm not saying school board people are
8 simple, but the idea is to have them in lay language
9 that makes sense to people.

10 We have to think about a set of levers of
11 that sort that work within a system. We're not going
12 to change the system. We're not going to somehow go
13 out there and say, the federal government is going to
14 hold everybody accountable and we're going to put a
15 person in every district to do that. That's not going
16 to happen. We don't have 13,000 people to begin with.
17 The second thing is we wouldn't know what to do when
18 we had the person there. So it's got to work within
19 the existing incentives and political arrangements and
20 so on within the system.

21 Same thing. You know, I was talking about
22 the Secretary's speech yesterday and the Secretary was

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1 talking about having more challenging content and
2 things. I had a bunch of reporters and I got into a
3 discussion about algebra in eighth grade or sixth,
4 seventh and eighth grades. Now, algebra in eighth
5 grade is a political issue. It has, in my view, very
6 little to do with anybody's understanding about what
7 kids can learn or can't learn. It is entirely
8 political. It's political because the high school
9 teachers don't want the middle school teachers to be
10 teaching algebra because they, the high school
11 teachers, have been teaching it for a heck of a long
12 time and they don't believe the middle school teachers
13 know enough algebra to teach it.

14 DR. FEUER: We don't even want the high
15 schools to teach it --

16 CHAIRMAN SMITH: Yes. But these are not
17 problems of education. These are political problems
18 and they almost have to be solved in political
19 context. But the one thing that I've learned in 12
20 years in the federal government is how powerful
21 knowledge is and information is. The facts. A lot of
22 people don't believe that but you can win huge

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1 arguments on the Hill by knowing something that other
2 people don't know and being able to demonstrate it.
3 And if we can have people out there, local people
4 knowing that in fact kids can learn this stuff, that
5 there are ways for them to learn it, it can begin to
6 overwhelm the kind of politics that often exists that
7 end up, in my view, degrading a lot of reforms.

8 We've got to look for those leverage
9 points. We've got to be tactful about it. We've got
10 to have good, solid information about it and your
11 research point I think is very well taken on this.

12 There was a hand up in back. Yes. Hi.

13 MS. SEDLACEK: I wanted to make sure you
14 didn't miss something that was discussed before in
15 relation to the frameworks. Everything you're talking
16 about just rang such a powerful bell with me. The
17 other day I was in the elevator with Joe Conaty who
18 was saying that he thinks one of the big problems in
19 reading is kids not being able to read the mathematics
20 items at the state level and Doctor Venezky had
21 something to say that if we relate the system to
22 frameworks as opposed to, for example, this concept of

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1 the President's, that reading independently, we may
2 not be entirely tapping that.

3 DR. VENEZKY: The broader issue here, I
4 guess, in relation to this is how strict is this idea
5 of sticking to the NAEP framework.

6 CHAIRMAN SMITH: We're going to get this
7 thing out. Now, you tell me how strict it is. Can we
8 develop a framework? Can we develop other things? I
9 mean most people tell us no, that the way we can short
10 circuit this thing in effect is to have a framework,
11 have performance standards and so on. We can mold it
12 on the edges. We can change the balance of items a
13 little bit. We can accommodate that. To go into a
14 brand new nature of assessment is a much bigger step.

15 DR. VENEZKY: I don't think you need a
16 totally new framework. I think you need first a
17 commitment to put out a test that represents what the
18 teachers in fourth grade in particular need reading
19 for. That's the first thing I think you have to be
20 committed to. That's just going to change your
21 balance of items. Right now you have 55 percent
22 literary and only 45 percent for the content areas.

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1 In the schools, probably less than a quarter of the
2 reading kids are doing this in any kind of literature.

3 Beyond that, there are issues that the
4 whole framework is tilted towards literary
5 interpretation. In fact, I guess the only reporting
6 dimensions or the basic reporting dimensions are
7 strictly literary even though one could, with some
8 alteration, make them more universal. So I could see,
9 rather than saying to a group we need a totally new
10 framework, adjust this new framework to meet more of
11 the reality of how reading is needed in the schools.
12 I think it would hurt this kind of test to come in
13 with this framework.

14 DR. BURRILL: When you have a framework
15 like that, does that mean that the test that you'll
16 give basically has the same proportion of items to the
17 different parts that you're talking about? Are you
18 consistent within the proportionality that you take?

19 MR. PHILLIPS: We are a NAEP.

20 DR. BURRILL: You are a NAEP.

21 MR. PHILLIPS: That doesn't mean that we
22 will be on this test.

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1 DR. BURRILL: It would be very easy to
2 help me move beyond because I know that my
3 superintendent will not go to look for this document.
4 What he will read is the document that you send that
5 comes with the test. So if we put forth some of the
6 expectations that are not conflicting but maybe above
7 or different in a sense than what's in here, that
8 would be fine because that would be sending the
9 message to some of them that I want to send to the
10 teachers and to the administration. But it wouldn't
11 necessarily reflect the exact test that they were
12 going to get.

13 CHAIRMAN SMITH: I guess my problem is
14 there's a lot of issues involved. I'm sure there's
15 some controversy around this issue.

16 DR. VENEZKY: I think you could get a few
17 other opinions, but I think you'd still get the
18 majority. I think the majority today, if you said to
19 them, What do we need to emphasize for fourth grade
20 level reading, would probably see this as much too
21 literary.

22 CHAIRMAN SMITH: That may well be. One of

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1 the things we've got going for us in some ways, and I
2 know the criticism of these performance levels as well
3 as anybody, I think, except maybe Bob, but is the fact
4 that these have been honed over time, that they've
5 been public over time, that they've been discussed by
6 Porter's group, the National Academy of Education, any
7 number of times, large numbers of times and that while
8 the performance levels have not withstood the test of
9 time quite as well as the content standards. The
10 content standards have withstood it fairly well. At
11 least that's my understanding.

12 I hear what you're saying and I actually
13 tend to agree with it by and large, but I think it's
14 something that -- I mean there's a political context,
15 a larger kind of political context of acceptance.
16 We're in this thing in part to move it quickly, to
17 move it on the basis of some prior developed and
18 generally accepted set of frameworks and I think we
19 can say that certainly about the reading. Maybe not
20 so much about the TIMSS but we may have a way around
21 that to go with NAEP. The NAEP eighth grade may be
22 able to link it to the TIMSS.

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1 Right down the line, all these things.
2 There's short term and there's long term and you can
3 begin to move down the line. You can also elaborate,
4 as I talked about earlier. Develop other kinds of
5 extended items which go more toward this and say to
6 teachers that these are the kinds of things that you
7 really might want to be focusing on because your kids
8 and kids coming along in the future are going to need
9 to be grappling with science text and history text and
10 so on and here are some kinds of items that begin to
11 reflect that and some kinds of things that you might
12 do to work on that if the kids can't handle those
13 items. There's a bunch of different ways to handle
14 this, but I hear what you're saying.

15 DR. ROMBERG: Mike, I'd like to push a
16 little farther on that following up on Mike's comment.
17 I think tests can be used as a lever for change, but
18 I look back and see what, say, in Great Britain about
19 10 years ago when they decided that on their "O" level
20 exams at that time they were going to include
21 statistics. They announced it like two years before
22 the first test would have that on it but they also set

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1 out a document that said, Here's the kind of things we
2 will expect, here are some sample items and some even
3 details about how much time you ought to spend, kids
4 ought to spend 10 percent of their time working on
5 this in their math classes. Otherwise, they're not
6 going to be able to do well.

7 And I look at the eighth grade and say,
8 algebra. Well, all of the new middle school programs
9 have a lot of algebra in them so what you want to be
10 able to say is algebra will be expected on the eighth
11 grade exam and if you're not doing it, these are the
12 kinds of things that need to be included or we're
13 going to talk about data visualization. That's got to
14 be included in your middle school curriculum some
15 place and you can find it in the following materials
16 and if you don't spend at least a few hours, not on
17 these items but on the bigger items --

18 CHAIRMAN SMITH: Right, exactly.

19 DR. ROMBERG: -- then you can get the
20 change that we're talking about.

21 CHAIRMAN SMITH: That's exactly what we
22 want. DR. ROMBERG: You've got to do

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1 that.

2 CHAIRMAN SMITH: We want Wisconsin to do
3 it. We want to do it on the web. We're going to work
4 with the NCTM to do that sort of stuff.

5 DR. ROMBERG: That's the kind of thing
6 you've got to do.

7 CHAIRMAN SMITH: That's the kind of thing
8 we've got to do. We've got to do it at the local
9 level --

10 DR. ROMBERG: The test is really only a
11 lever to the other.

12 CHAIRMAN SMITH: That's exactly right.

13 DR. ROMBERG: You've got to look at it
14 that way.

15 DR. ESTY: Yes, and you should have follow
16 up kinds of things, too, that after they get the test,
17 there's another booklet or something that says, Here
18 are all kinds of activities that you can use to
19 continue the ideas that were in these items.

20 CHAIRMAN SMITH: You want a cottage
21 industry over the next two years.

22 DR. JOHNSON: There's going to be a lot of

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1 difference in terms of school systems and the
2 resources that they have available for faculty
3 development as well as for the whole range of support
4 services in terms of both services to teachers and
5 special services to children. So it seems to me that
6 there also needs to be an arm to be able to provide
7 and encourage for all schools so that you are able to
8 get the -- it's not just the matter of a frustrating
9 experience where people say, Well, I can't deal with
10 that because we don't have any way to change this.

11 CHAIRMAN SMITH: That's exactly right.

12 DR. JOHNSON: I have to thank Mike. That
13 was kind of what I was trying to say.

14 DR. DANIELSON: Can you marshall
15 Eisenhower resources and others?

16 CHAIRMAN SMITH: As much as we can.
17 That's what we're going to do.

18 DR. FEUER: Just following on what Tom and
19 Ed have said. You're talking about a kind of preset
20 of materials and ideas and guidelines and stuff that
21 we would get out and you're talking almost about an
22 expost kind of evaluation.

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1 CHAIRMAN SMITH: It's not just -- he's
2 also talking about materials.

3 DR. FEUER: He's also talking about
4 materials, and it's continuous.

5 CHAIRMAN SMITH: I mean this is not going
6 to happen just in 1999. It's going to happen in 2000,
7 2001, 2002 and so you've got this thing feeding on
8 itself.

9 DR. FEUER: But as long as we feel
10 comfortable with the federal government providing a
11 national test of some sort to be used on a voluntary
12 basis, maybe we also provide at least some kind of a
13 framework for school districts to conduct an
14 evaluation of the extent to which their schools are
15 actually building on the results of these things,
16 again to be used on a voluntary basis.

17 CHAIRMAN SMITH: Well, we don't want them
18 to just use test scores though to evaluate how well
19 the tests are doing as a vehicle of change. To look
20 at real change.

21 DR. ROMBERG: Are we really teaching
22 statistics to our kids or whatever?

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1 DR. FEUER: Right. Sort of almost
2 independent of how the test scores are looking. You
3 know there's a problem with using the tests to
4 motivate change which is measured by the test, so that
5 we want to have some kind of other way of evaluating
6 what the effects of this are. Resource allocation,
7 changes in resource allocations. Representative
8 teachers are actually getting new kinds of
9 professional development.

10 DR. BURRILL: Now you're asking for a lot
11 more report back.

12 DR. FEUER: Yes.

13 DR. VENEZKY: That actually was basically
14 my point. There's been a lot of talk about providing
15 assistance at the micro level of well, how do you
16 teach this skill, what are included in good programs?
17 But my sense is that what this test is to push is a
18 whole system within schools for a continuous kind of
19 progress so that the test should be looked at as one
20 element and probably not the most important in a whole
21 set of processes that have to go on and it seems like
22 the best role the government could be serving right

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1 now is to provide two or three models for how does the
2 school do this.

3 I mean clearly, for example, a reading
4 test at the end of third grade is not tapping the most
5 essential time point for making decisions about
6 reading. Usually end of about second grade is where
7 people would say if kids are still in trouble, you
8 really got to do something different now. So where is
9 this processed to the monitoring along the way using
10 this end of third grade, beginning of fourth grade
11 test as a kind of evaluation, as a parent buy in.

12 CHAIRMAN SMITH: We need good people
13 putting out good material, good discussions of that.
14 That's what we need the profession to be doing. Say
15 okay, how are we going to get every kid to read
16 independently by fourth grade? Let me think about
17 that and work with my local community on that, and
18 that seems to me to be -- it's not something you can
19 mandate from here. We can put out as much money as we
20 can get on things like Eisenhower and so on. It's got
21 to be local people guided by the local professions who
22 are going to help folks get there because it's not

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1 going to be us. It's not going to be us. We can
2 mobilize and so on, but we can't make those judgments.
3 We need to capture some of these issues. Just a few
4 more minutes on this stuff.

5 MR. PHILLIPS: I want to make sure we
6 cover one or two of these others here, particularly
7 the relationship to norm reference tests and local
8 testing programs. Here the general question is if
9 this thing gets out there and it's successful, what
10 will the impact be on reference tests, state testing,
11 local testing programs. Our thinking is that
12 particularly on the norm reference testing programs
13 that this test booklet could be incorporated in their
14 testing programs. Say you're a testing company and
15 you want to re-norm a new test. This booklet could be
16 used so that norms could be connected to this test as
17 well. This could be an integral part of the norming
18 process that test publishers use.

19 So our intent is not to compete with norm
20 reference tests. Our intent is to provide something
21 that, among others, they could use to help them, for
22 example, in their own marketing of the test. But I'd

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1 like to hear your views on this.

2 DR. LINN: If I were a test publisher,
3 heaven forbid, I would certainly be positioning myself
4 to show how my second and third grade tests really
5 predicted this fourth grade reading test. If I really
6 needed to have my test, then I'd be doing the same
7 thing with my sixth/seventh math grade tests. In
8 fact, I might view my bid on this contract as kind of
9 a loss leader because it would help my sales of my
10 tests in the other areas because everyone knows that
11 if I publish a -- I'm just saying there's a facetious
12 mode. It has a more serious point in that if I'm the
13 publisher that doesn't get the contract, I'm also
14 upset because I think the other guy has an inside
15 track to this market because his or her test is more
16 linked to it.

17 MR. PHILLIPS: But now from a proper point
18 of view --

19 DR. FEUER: There's one economic issue
20 there that I'm not sure it works in your model here
21 and that is that these items will become public in the
22 subsequent year. If anything, there's an incentive to

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1 not bid on this because you get the items and then you
2 can say that now that we know what this new national
3 test looks like, we can sell the second and third
4 grade tests.

5 CHAIRMAN SMITH: There's going to be no
6 bidding on this, guys. This will be free to those
7 folks. They just have to agree to follow the general
8 guidelines.

9 DR. FEUER: But I'm saying there will be
10 bidding -- I think Paul was saying the test publisher
11 might want to actually --

12 DR. LINN: You're probably right. There
13 probably is at least a perceived advantage. If I'm
14 the one that really does the development of this
15 thing, I'm also the one that develops the CPPS. It
16 seems like there's a more natural link. To begin
17 with, these things and the test specifications, there
18 is a lot of gaps between test specification and the
19 actual items, and so in fact if I'm the developer and
20 I have this big item bank and I'm going to have
21 variations of my items, they're not going to be all
22 brand new dropped from the sky items. They're going

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1 to be tweaked versions of items from the items banks
2 of the contractor.

3 MR. PHILLIPS: Well, this is why this
4 issue is up here. From a contractual point of view,
5 I think our expectation is that test publishers along
6 with everybody else have equal shots at bidding on
7 this and so there's no way to -- you can't just pick
8 and choose groups of people that you want to bid.

9 DR. LINN: No, and I don't think that this
10 is a -- I'm not raising it at all as something that
11 happens but something that we think about. The
12 publishers do this all the time to states now. The
13 bid out in Colorado was very miffed because they
14 thought that they would be able to sell their test to
15 the districts because it would link in more closely to
16 the state test. That's the way it goes.

17 CHAIRMAN SMITH: The idea here is you can
18 license it to anybody who comes along who agrees to
19 play by the rules and who, according to whatever
20 criteria used for this, has the capacity to play by
21 the rules. It has to be both obviously. We're going
22 to be talking with the people that are publishers and

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1 state people and so on about the design of the test
2 and how it can be designed to best fit into the tests
3 in general. We need to hear from them about were
4 there any technical specifications that would make it
5 more or less adaptable to fit in easily.

6 And I guess we would expect -- I would
7 expect -- what your scenario was, I think, that is
8 that you'd have the publishers who use it and the
9 publishers who don't incorporate it to gear at least
10 part of their testing to it, either predict it or
11 predict parts of it or whatever, prepare students for
12 it or diagnose students' needs in order to do that and
13 so on and so on.

14 I think also if this thing catches on in
15 a serious way across the country in a lot of different
16 states, I would seriously expect a cottage industry to
17 grow up on both sides of the thing, both for
18 preparation of kids for the test but also the kids who
19 don't do very well. A little bit different than what
20 you're saying, Ed, but it's similar to it. Post-test
21 items at the beginning of fifth grade or whatever,
22 what are interventions that could be used for the kids

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1 who aren't making it in reading? Does the math
2 program in California, the bridge program that they
3 use -- it's got a lot of pretty good evaluations.

4 DR. BURRILL: Renaissance Program?

5 CHAIRMAN SMITH: What's it called?

6 DR. BURRILL: Renaissance.

7 CHAIRMAN SMITH: No. This is a bridge
8 program that the state has actually. They got it
9 about five years ago. It bridged into algebra for
10 kids that-- But maybe there are examples like that
11 for kids who are in eighth grade, aren't making it
12 very well, going into high school and the kid really
13 accelerates in some of their own learning so they
14 could actually move a little bit more into a college-
15 type track and take some more serious math in high
16 school.

17 But those are the things I think we would
18 hope to see spring up and that we need the professions
19 to really be working on.

20 DR. FEUER: Under Title I, the states are
21 supposed to have in place new standards and testing
22 systems by the year 2001. I guess you're thinking

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1 that they'll be influenced by the way this thing
2 unfolds. I mean that they will want some of that to
3 be --

4 CHAIRMAN SMITH: -- how it's going to work
5 but yes, I would think they'd be influenced.
6 Actually, I think it's 1999 they've got to have math
7 and reading in place.

8 DR. FEUER: In place? I thought they
9 had--

10 CHAIRMAN SMITH: Content standards for
11 sure.

12 DR. FEUER: Content standards. Yes. I'm
13 talking about the new assessments. They get a couple
14 of extra years to work out the --

15 CHAIRMAN SMITH: This would just start
16 that somewhere, at least for a couple of grades. They
17 could be using it.

18 DR. BURRILL: Another problem that the
19 NCTM Board was concerned about is the fact that it is
20 only eighth grade in math and that those seven years
21 are sailing along and in the whole kind of framing of
22 this, I think it's going to be really important to

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1 reflect that this has to be the cumulative thing, that
2 in the ideal world you'd be able to monitor the math
3 progress at fourth grade, too, to help people get
4 organized. But we need to help them understand that
5 this is a snapshot in time. It would be a lot better
6 if it was an accumulation of what's going on.

7 CHAIRMAN SMITH: This is not the eighth
8 grade teacher's responsibility.

9 DR. BURRILL: Right.

10 CHAIRMAN SMITH: That's exactly right.
11 We've got to bring that message to everybody. You
12 have to bring it to everybody in a stronger way.

13 DR. BURRILL: You're understanding that's-
14 -

15 CHAIRMAN SMITH: No, no, no. No question
16 about it. Same thing is obviously true with respect
17 to reading.

18 DR. BURRILL: And the other way around.
19 Just because they can read in fourth grade doesn't
20 mean that by the time they're in eighth grade they
21 shouldn't.

22 CHAIRMAN SMITH: Right. That's right, but

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1 in reading it's the K, 1, 2, 3, 4's teacher's
2 responsibilities as well.

3 MR. PHILLIPS: Can I bring us back to this
4 question here about the relationships to norm
5 reference tests, state and local testing programs. Do
6 you have any other views or comments about what impact
7 this might have to test publishers, state testing
8 programs? What's your guess? Let's say this is
9 successful and it's working. What's going to be the
10 impact? What will be the impact on the norm reference
11 testing, state testing programs and local testing
12 programs?

13 DR. LINN: Well, I think a state that has
14 a program in place, they're going to have to have the
15 question of whether or not they want to switch to this
16 if they have several years of data on their system and
17 there will be trade offs. They're not limited to
18 reading only at fourth grade or to math only at eighth
19 grade, so it would only be a component of the overall
20 program. It may depend upon how compatible it seems
21 with that component. There are minor things, in some
22 states where they report on more than the global

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1 score, that may or may not line up with whatever
2 subscores you have that their standards base. But I
3 don't see those as really big problems.

4 MR. PHILLIPS: But you see this as
5 eventually some adjustments would be made and this
6 might fit in to a larger testing programs in the
7 states and locals that --

8 DR. LINN: Yes. If you're in the state
9 of Iowa that's been using the ITBS since 1940s or
10 whatever, then this is going to mess up their trend in
11 fourth grade reading and eighth grade math if they
12 were to decide to do this because it won't be the ITBS
13 scores. As an example, in using ITBS they report in
14 math subscores that they don't correspond to your
15 content area. If those were the subscores you
16 reported, they record computation, problem solving,
17 and concepts.

18 MR. PHILLIPS: If this were a room filled
19 with test publishers, which it might be at some later
20 date, what do you think the reaction would be to this?

21 DR. LINN: Bad idea.

22 MR. PHILLIPS: To be what?

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1 DR. LINN: A bad idea.

2 MR. PHILLIPS: A bad idea.

3 DR. LINN: But we want it.

4 MR. PHILLIPS: You don't think that the
5 test publishers could see some merit in continuing
6 with what they're doing, connecting, particularly if
7 we facilitate it and make it easy to connect with what
8 we're doing, maybe thereby improve or increase the
9 market, have something more to market?

10 DR. VENEZKY: Why wouldn't they just argue
11 to connect directly to NAEP and TIMSS instead of to
12 the--

13 MR. PHILLIPS: Well, I think they already
14 do that. A lot of the test publishers already do --
15 studies to NAEP. I don't know about TIMSS.

16 DR. BURRILL: Sometimes if you don't wait
17 until the very end but ask them relatively early on in
18 the game for their thinking about this, it might help
19 a little.

20 MR. PHILLIPS: We plan to do that.

21 CHAIRMAN SMITH: We're going to do it in
22 the next couple of weeks.

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1 DR. ROMBERG: There are several states who
2 are in the process of developing assessment programs
3 of one type or another. I mean this is going on. And
4 several of them that I'm familiar with have like a
5 three part assessment program. There's a short answer
6 part and then there's a series of longer questions
7 like a three hour exam that does something else.
8 Well, I can see them looking at this and saying, Well,
9 maybe we don't have to do the short answer part.
10 We'll use yours but we want to add on the others. I
11 can see that happening in two or three states. Simply
12 saying, Oh, well, that's a nice thing to relate what
13 we're looking at.

14 But I look at states like Minnesota and
15 its push toward a set of other criteria for making
16 judgments about, say, progress in areas and they would
17 look at this and say, This isn't going to help because
18 what we're doing is identifying this is what we want
19 in number and this is what we want in algebra, this is
20 what we want in geometry, and we're going to track it
21 every other year from fourth grade through twelfth
22 grade or something of that nature and fitting this to

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1 that as a single score cutting across I don't think
2 would help them right off hand.

3 DR. CONATY: Gary, on the reading side a
4 minute, I think Tom's right. Most states give an
5 eighth grade math assessment now but on the reading
6 side, a lot of states give a third grade test or a
7 fourth grade test, so it spans two different school
8 years. Some give it in both grades, and I think
9 there'll be more jockeying done around that and around
10 the reading test than there will be around the math
11 test in terms of the market.

12 DR. LINN: Especially since it's free.

13 DR. CONATY: That's right.

14 DR. LINN: And it's an example of -- As
15 a test publisher, I might not like it if I have the
16 contract to do the third grade test in X state.

17 DR. CONATY: And if you look at the
18 states, they identify which companies they've had
19 contact with in the past year. That is not a large
20 set. They almost make a contract for administration,
21 scoring, the whole ball of wax, and buy into that
22 activity.

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1 MR. PHILLIPS: Let me ask about the
2 contractual ideas that we have. We're currently
3 thinking about having three contracts, one for the
4 equating, linking, technical work, one for reading,
5 development of tests and all that plus all the stuff
6 in math. Do you think there's a different mix? Can
7 you think of a different way given what you heard
8 today of how that could be done? More contracts,
9 bureau contracts, different contracts?

10 DR. FEUER: Well, while people are
11 thinking of an answer to that, Jerry, I meant to ask
12 you earlier and this is related. On your calendar
13 chart it says that 1997 is the only year in which you
14 anticipate a problem in terms of start up time. That
15 suggests something about what you're planning in terms
16 of the duration of the contract that is awarded.

17 MR. PHILLIPS: In terms of number of
18 years?

19 DR. FEUER: Yes.

20 MR. PHILLIPS: The maximum number of years
21 is five.

22 DR. FEUER: So worst case would be every

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1 five years -- I suppose worse -- would be every five
2 years you have this start up.

3 MS. CHANG: No. We would build in the
4 first contractor doing so much and if we had a new
5 contractor the next five years, the government would
6 provide some of that information. There would be a
7 bridging, a linking, a requirement.

8 DR. FEUER: I see. Kind of generational--

9 MS. CHANG: Yes, because what the
10 contractors do belongs to us. So if he does some of
11 that, then we could pass it on to the new --

12 DR. FEUER: It would be -- just like when
13 NAEP moved from ECS to ETS.

14 CHAIRMAN SMITH: Go ahead. I was just
15 going to follow up.

16 DR. BURRILL: No, I was going to do
17 something different.

18 CHAIRMAN SMITH: Okay. Let me just follow
19 up. The move from ECS to ETS was kind of interesting
20 because it was a major change in the structure and
21 style of development of the test, the nature of the
22 development. So it's not quite the same although we

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1 may end up with situations. I mean, you know, suppose
2 at some point there was a general consensus for the
3 Venezky point of view on the nature of the reading
4 items and so on and so there was a really major change
5 in the nature of the assessment itself. I think we
6 can accommodate that. We can anticipate some of the
7 problems.

8 DR. BURRILL: My question was which part
9 of the three is going to deal with the scoring, for
10 the coordinating of that branch?

11 MR. PHILLIPS: That would be the reading
12 and math contract. The linking would be the statistic
13 -- would be almost limited to linking, maybe a few
14 other things, but the equating part I think would have
15 to be done as part of the development contract and
16 they would be responsible field testing, item writing,
17 advisory panels, and all that.

18 But my question is, do you see any other
19 way that we could -- I mean there are lots of
20 different ways you could think of it like, for
21 example, you could have one group develop the test,
22 one group administer the test, another group do

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1 something else. That gets to be lots of moving parts
2 but maybe there are testing programs that have done
3 that. You could have one group do everything, one big
4 giant contract.

5 By the way, we have pretty much decided
6 this needs to be a contract, not a grant.

7 DR. BURRILL: I was kind of thinking of
8 the National Board model where they have one group do
9 the development and another group do the
10 administering.

11 MR. PHILLIPS: That's what I mean. That's
12 one way of doing it.

13 CHAIRMAN SMITH: That can -- licensing.

14 MR. PHILLIPS: Yes, that's right.

15 DR. ROMBERG: It actually administers it.

16 DR. LINN: The National Board has in fact,
17 I think, drifted into the administration, being the
18 subcontractor, the general contractor.

19 MR. PHILLIPS: That's what has happened
20 naturally.

21 DR. LINN: And they're -- I mean I would
22 think of this as two main contractors since it breaks

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1 out nicely the two subject areas and then if you want
2 a third contractor for the linking stuff --

3 MR. PHILLIPS: And see, if they were in
4 the same grade, I would not recommend that. If they
5 were both in grade four, you don't want to have two
6 contractors in the same grade the same year. But
7 since they're in different grades, sampling and things
8 like that for the field testing are different schools
9 and so, therefore, they don't trip or reach others.

10 DR. CONATY: I think what he's saying is
11 you put the linking as part of the contract for that
12 subject.

13 DR. LINN: I don't feel strongly about
14 that. Actually, it seems like two is a natural and
15 then if you want a third -- I do think the equating
16 from old form to new form, there are probably
17 advantages to having the main math contractor being
18 the one that's responsible.

19 DR. BURRILL: There is some value though
20 in having some kind of commonality. I know that
21 different contractors probably don't need to do both
22 the domains, but there is some value in having the

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1 same kind of song being sung because this one
2 superintendent that's deciding and thinking about it
3 and they need to clearly hear the same thing.

4 MR. PHILLIPS: Right. The main reason,
5 but not the only reason, but a main reason why we were
6 thinking of having the linking be a different
7 contractor is that we have the NAEP assessment and the
8 TIMSS that need to be sort of protected and taken care
9 of and so if that could be done as part of a different
10 contract, then I think we have a better shot of
11 maintaining the NAEP and maintaining the TIMSS and at
12 the same time taking care of this. So that was the
13 sort of thinking. But the more I think about it, we
14 need to think about the idea of making the linking a
15 part of reading and math.

16 DR. FEUER: Don't the advisory panels,
17 Gary? That's going to be something that will also be
18 up to the contractor to establish?

19 MR. PHILLIPS: Yes, because they will not
20 be FACA groups. Federal Advisory Committee Act groups
21 which would give advice to the government. I mean we
22 could think in terms of doing that but that's not

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1 where we are right now is to have an advisory group to
2 the government.

3 CHAIRMAN SMITH: We'll set out some
4 specifications for the nature of those advisory
5 groups. At least I'm thinking right now that the
6 contractors would have those advisors which would be
7 closer to them. We'd expect them to meet on a regular
8 basis to have considerable input and so on.

9 MR. PHILLIPS: A model for this was before
10 NAGB was created to advise the government on NAEP, the
11 advisory panel was called the APC which was an
12 advisory committee to ETS, not to the government. We
13 would often attend the meetings, but they were giving
14 advice to the contractor. Even now, ETS has something
15 called the Design and Analysis Committee which is a
16 technical committee that gives advice to the
17 contractor, not to the government. So the NAEP
18 project as a model for this, it has had both of those,
19 both a policy advisory group and currently a technical
20 group, both of which are advisors to the contractor
21 and they're not -- well, NAGB is now FACA because it
22 has moved to advising the government. So that's the

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1 sort of --

2 CHAIRMAN SMITH: Years ago, it was a
3 really quite extraordinary advisory committee to the
4 ECS NAEP. It was Fred Mosteller and John Tukey and
5 John Gilbert, just the stars in the field were there.
6 It was really quite an amazing group.

7 DR. FEUER: ETS had established then.

8 MR. PHILLIPS: And some of them were
9 transported to the new one when ETS got up. For
10 example, Tukey became a member of the Design and
11 Analysis Committee. He was on that for many years.

12 CHAIRMAN SMITH: We're kind of dying down
13 a little bit. I want to get a couple of things on.
14 This is always the way it happens, but I want to get
15 especially the issue of inclusion on the table, both
16 inclusion for special ed. students and for limited
17 English proficient students and just get people's
18 thoughts about it. I'm sure Lou has brought some
19 special ed. side in particular. We want to have this
20 as inclusive as possible. It is a test. The reading
21 is a test of reading English. That's a given. It's
22 not a reading test per se. It is a test of reading

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1 English. So we're not going to do it in 60 different
2 languages. Two different languages for now. It's
3 possible down the line that we might do some other
4 languages but there would be a test for Spanish and
5 something else. This is a test of reading English.
6 Thoughts about this. Lou, why don't you start off?

7 DR. DANIELSON: Some of you may know that
8 this past year in the NAEP for the first time we
9 provided a range of accommodations and I guess based
10 on the little bit of data, at this point we only have
11 kind of a first cut at the data but I would say the
12 first cut of the data, it's my read on it that it
13 looks encouraging. There's certainly a lot of
14 research yet to be done and I think that maybe in an
15 ideal world there's a whole lot of research we would
16 do before we might launch something like this in terms
17 of this new assessment.

18 I think philosophically, and I think in
19 the case maybe, Mike, I can speak for the department.
20 Philosophically there's a strong commitment to
21 including kids with disabilities both in the NAEP as
22 we're doing as well as in this assessment. Part of

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1 the challenge I think in this endeavor like in a lot
2 of things we've talked about is the very short time
3 frame and what can be done through '99.

4 In the fourth grade reading assessment, I
5 think we would hope that a range of accommodations
6 that might be, for example, available to kids in the
7 classroom as a part of normal instruction or even
8 normal assessments that might go on in the classroom
9 for some kids, for example, that are visually
10 impaired, Gary mentioned earlier. Some of these
11 students might be relying on large print in terms of
12 instruction or Braille in terms of instruction and
13 that I think at least at this stage and we've been
14 talking with some outside experts in the area of
15 vision getting some advice about, for example, in
16 particular the braille. But I think preliminarily the
17 advice that we're getting is that braille is something
18 that we should be considering for kids with visual
19 impairments in addition to large print.

20 There'll be a range of other kind of more
21 frequent accommodations that I would anticipate that
22 would be requested such as extended time which in the

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1 case of the NAEP was the most frequently requested of
2 accommodation, and perhaps alternative setting. There
3 are a few others that were somewhat less common in
4 extended time, some of which really involve what we
5 call an accommodation where you actually maybe change
6 the setting where the test is administered, something
7 to do with the administration, or some adaptations
8 where there might be something like the Braille where
9 you do something with the test itself.

10 CHAIRMAN SMITH: This is an aside. It
11 complicates the policy intent, but we would really
12 like to see this leverage to other tests to be more
13 accommodating as well. There's kind of a policy goal
14 there that's a little bit different than the other
15 goals that I think is very important.

16 DR. DANIELSON: I think from the policy
17 perspective, too, one of the things I think that's
18 very important from the Department's perspective has
19 been in our reauthorization proposal for IDEA we would
20 have expected of states that they similarly provide
21 accommodations.

22 So I believe it's particularly important

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1 with this new endeavor in the Department to be doing
2 the same thing. That's setting aside the fact that
3 it's important that schools be accountable for this
4 population of students which in the past, I might say,
5 in a lot of the state assessments has not been the
6 case and with sometimes maybe unintentional results.
7 We have some data that suggests that kids sometimes
8 prefer the special ed. because it's a way to get them
9 out of the accountability system so that particularly
10 since there are maybe not really high stakes involved
11 in this but certainly higher stakes than the NAEP, the
12 likelihood of that sort of thing, this contributing to
13 that were we not to -- is there.

14 CHAIRMAN SMITH: I think particularly in
15 reading, the higher stakes are going to be on the
16 schools in many ways. And they're on the individual
17 students.

18 DR. LINN: Right, so encouraging the
19 inclusion and the offering the kind of accommodations
20 that you're talking about seems quite reasonable and
21 in keeping with what some states at least are trying
22 to do. There is the flip side of that. What sort of

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1 guidelines, if any, or if you want to have for that
2 smaller percentage of kids from the test is really not
3 appropriate even with other accommodations. Whatever
4 it is, a half percent of the kids or something like
5 that that this is just not going to be part of their
6 IEP aiming at something like this, at least not in
7 reasonable time scale. There needs to be something
8 that kind of helps people feel that that's --

9 MR. PHILLIPS: I think we would plan to
10 have some inclusion criteria. Again, it would be
11 developed as part of the contract.

12 DR. VENEZKY: Seems like we have
13 everything to gain and almost nothing to lose by
14 pushing this this hard. The only place I would bring
15 up a question is do you think it's going to be
16 necessary for a Braille edition to actually inspect
17 the items and consider changes to certain types of
18 items that would put somebody using Braille at a
19 disadvantage?

20 DR. DANIELSON: I think the Braille issue
21 is a tough one and one where I think in part because
22 it's been done so little, I don't think we know a lot

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1 about doing that and a lot about the implications of
2 doing it. We did a conference call last Friday. We
3 were talking to vision people who were doing a lot of
4 work actually in -- literacy and they raised some
5 concerns about the nature of items and the
6 appropriateness of braille. I think the push of '99
7 to do may mean that potentially for '99 it's something
8 that we would opt not to do but I think that it's --
9 my sense is that it's important that we not kind of
10 walk away from it though and not grapple with this
11 issue because it's a population of kids which is not
12 a huge population. Kids that may only be fourth grade
13 level. It may only be 4,000 kids nationally that
14 would require braille so it's not a large population
15 of kids but I think it's one that is important that we
16 grapple with and we may need to be making some R&D
17 kinds of investments in that area because I don't know
18 if we know a lot right now about those kinds of
19 issues.

20 DR. JOHNSON: There's a fair amount of
21 research under way in terms of NAEP with the inclusion
22 and that that should be examined pretty carefully as

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1 this proceeds forward. It might be considered, too--
2 I'm just tossing this out. I don't even know that
3 I'm-- I'm not sure that I'd follow this up but I'd at
4 least investigate the possibility of looking at
5 results for communities or states on the basis, even
6 schools on the basis of proportion of inclusion so
7 that if there are a large number of students that need
8 special accommodations that there's some flagging to
9 note that in terms of the overall score that's
10 reported.

11 There might be some reasons not to do that
12 and so I'm just throwing that out as a possibility to
13 consider, but that might be a way of encouraging
14 broader inclusion, experimentation with a range of
15 inclusion.

16 MR. PHILLIPS: One thing I want to mention
17 about the NAEP inclusion of research. We have done a
18 lot of that, but one thing I think that we have to be
19 careful about is what we're talking about here is a
20 test for individuals. In NAEP the emphasis is on the
21 impact of the accommodations on the group estimate.

22 DR. JOHNSON: That's true.

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1 MR. PHILLIPS: The impact of the
2 accommodation on the individual may be a different
3 creature.

4 DR. JOHNSON: You can look at p-values
5 though and look at some item data to try to --

6 DR. VENEZKY: Can you get the assistant
7 devices people to cooperate?

8 DR. DANIELSON: You mean in terms of
9 within schools, you mean?

10 DR. VENEZKY: Well, I'm thinking of some
11 of the nationally funded groups.

12 DR. DANIELSON: Oh, certainly.

13 DR. VENEZKY: You might then bring up
14 computer versions or -- handicap.

15 DR. DANIELSON: One of the recommendations
16 in the group of people we talked to and I think the
17 beliefs among some of the folks who are working out
18 across the country with the population of kids that
19 might need assisting devices is that -- and this is
20 the importance of connecting the accommodation that's
21 used in the assessment to what's used in the classroom
22 is that -- which I think was pretty universally

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1 something that people recommended.

2 In that instance, those that are using the
3 assisting devices in the classroom, the expectation is
4 that the equipment then would be there and would be
5 the same thing that they would use in tests so that if
6 somebody, for example, had a communication board that
7 they relied on, that that might also be used in the
8 test. There are some issues in the constructed
9 response items that I think for some kids that are
10 potentially going to be an issue. That's 50 percent
11 roughly at the time.

12 DR. ROMBERG: How about ESL students
13 taking a constructive response of mathematics -- and
14 so on. Since many of the current projects are
15 developing versions in Spanish as well as English and
16 instructions -- what is it? -- California offers
17 instructions to teachers in six languages.

18 CHAIRMAN SMITH: You're thinking of the
19 math test now.

20 DR. ROMBERG: That's right.

21 CHAIRMAN SMITH: That's certainly a real
22 possibility. There's a general guideline that folks

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1 in the bilingual program are talking about. I guess
2 it was suggested by the Academy -- study. Basically
3 been in the country for three years and exposed to
4 English for three years and in a classroom. I forget
5 exactly what the three years is but it's a three year
6 guideline before testing. That seems to me to be
7 extreme but that seems to be where they came out.

8 DR. ROMBERG: But were there classrooms
9 who were teaching in Spanish or in --

10 CHAIRMAN SMITH: That's interesting. In
11 the math, it's interesting that we could have
12 instructions, I think, that were in. The problem is
13 the word problem. It means translating every word
14 problem and making sure you've got the right --

15 MR. PHILLIPS: Another option, the one we
16 use at NAEP is to have a bilingual version so that you
17 could have either English or Spanish. On the left it
18 was English, on the right it was Spanish. You could
19 go back and forth between the two.

20 DR. ROMBERG: One language is not so hard.

21 CHAIRMAN SMITH: It's when you get 112.

22 DR. ROMBERG: California requires six now.

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1 DR. LINN: This is how you maintain your
2 TIMSS link.

3 DR. ROMBERG: Other than Spanish -- you're
4 right -- Spanish, they very often translate the whole
5 problem. Other than that, the problems are left in
6 English but they offer -- some keys words are listed
7 in the other languages.

8 DR. BURRILL: I think it would be
9 important to pay attention to what some states like
10 California and Florida have done to ensure that that
11 takes place because that would really disadvantage a
12 lot of those kids who come through an instructional
13 program and then this assessment wouldn't match it.

14 CHAIRMAN SMITH: I think that's a very
15 good point.

16 DR. DANIELSON: One other thing. As I
17 recall some of the discussions but also some of the
18 language minority issues, one of the issues as I
19 understand it in something like mathematics is the
20 students may not be fluent in their language in the
21 terminology that's used in mathematics. It's more
22 complicated.

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1 CHAIRMAN SMITH: I understand. On the
2 other hand, you haven't got a lot of choices on this.

3 DR. DANIELSON: It seems to me one of the
4 recommendations that came out at one point was though
5 permitting students to use kind of like --

6 MS. KOLE: A glossary.

7 DR. DANIELSON: A glossary.

8 CHAIRMAN SMITH: So you extend the time
9 and give the glossary.

10 There's another issue that occurred to me
11 as we were talking, actually occurred to me before.
12 Down the line, Bob and I had this conversation, I
13 believe that almost every one of these major tests is
14 going to be more assessments. It's going to be on
15 computer, certainly within the next decade, probably
16 within the next five years, and that would give you
17 the opportunity to tailor it in a way that we haven't
18 had before. Seems to me the one task we have on this
19 might be to have the contractor off to the side of the
20 main production lines they have to produce. They get
21 a group of people who begin to design it.

22 MR. PHILLIPS: The GRE, I believe --

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1 CHAIRMAN SMITH: Goes 100 percent.

2 MR. PHILLIPS: They've been doing this and
3 then they shifted.

4 CHAIRMAN SMITH: It goes to 100 percent
5 the next year, doesn't it, or the year after?

6 MR. PHILLIPS: It's an example where you
7 can start with a pencil and paper test and shift
8 gradually to a computerized.

9 DR. LINN: According to a paper I
10 published in 1968, we've been having computerized
11 testing since 1970.

12 CHAIRMAN SMITH: We are planning to put
13 this thing on the web. We would like to be able to
14 have the scoring operate on the web at the same time,
15 so you're almost there in some ways.

16 DR. ROMBERG: With the push in lots of
17 states to increase the technology that's available, we
18 ought to be looking at it. Technology is here. Let's
19 start using it. And this is probably one of the most
20 urgent things we could do with it.

21 MR. PHILLIPS: Are we in agreement that
22 this is something we work toward, not start out with?

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1 CHAIRMAN SMITH: You can't start out with
2 it.

3 DR. LINN: But you ought to be aiming
4 toward that.

5 DR. JOHNSON: There's no doubt about that.

6 DR. BURRILL: Can I go back to this issue
7 of the kind of support and understandings that have to
8 be conveyed to the community out there. I know
9 supposedly the President is going to go around and
10 talk to the legislatures, and that's going to alert
11 one segment of the population. Are there concrete
12 plans to even begin to get something here up and
13 running to orchestrate that?

14 CHAIRMAN SMITH: Yes. Actually, I think
15 she introduced herself to you. Judy Werzl.

16 DR. BURRILL: Yes.

17 CHAIRMAN SMITH: Will be orchestrating
18 that team of people within the Department. It's going
19 to touch on every part of the Department. It'll also
20 involve the interagency group that I'm co-chairing
21 with Neil Laine at NSF and Jack Givens, the science
22 advisor. So we'll put together that group and have it

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1 staffed and be playing off of the Energy Department,
2 Defense and so on.

3 Within the Department, we haven't gotten
4 guidance yet, we're going to be working and doing it
5 and planning it at the same time, but it involves like
6 this business with the school board people. I talked
7 to the new president of the school board about this
8 and she's agreed to do it, to have the school boards
9 actually disseminate information out to their school
10 people about the TIMSS math and we play off of TIMSS
11 in this case. But that's okay because it's the same
12 knowledge base. Part of this is the knowledge base,
13 the kind of information that we need to get to school
14 board people that can leverage superintendents. We'll
15 also arm the superintendents hopefully. Also I'm
16 talking with them about the information. It's more
17 than that. It's governors and chief school officers
18 and the public.

19 DR. BURRILL: A lot of that is awareness.
20 Where are we going to get some of the energy and the
21 programs over the next two years to at least help
22 because I know in mathematics our teachers need to see

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1 things differently.

2 CHAIRMAN SMITH: Right.

3 DR. BURRILL: They need to have a better
4 understanding of mathematics and they also need to
5 have a better understanding of how it ought to be
6 practiced in the classroom.

7 CHAIRMAN SMITH: You know, a lot of this
8 is going to come from your organization, I think, and
9 the resources and brains that you can bring to bear on
10 this thing. We want to make you as close partners as
11 you'll take us.

12 DR. BURRILL: But you have to remember
13 that our organization is just members.

14 CHAIRMAN SMITH: Right.

15 DR. BURRILL: That's what we have are just
16 people out there like Tom and I who have regular jobs
17 on the side.

18 CHAIRMAN SMITH: We need to make it as
19 attractive to every one of your members to get as
20 involved in this thing as we possibly can.

21 DR. LINN: It'd be nice to have some of
22 the TIMSS tapes as a stimulus to talk about how you

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1 might be teaching some of this stuff and making the
2 point that you made earlier that because you're going
3 to have those tests doesn't mean that the best way to
4 prepare for it is to practice taking a bunch of --

5 CHAIRMAN SMITH: -- tests like it.

6 DR. LINN: -- test items every day.

7 CHAIRMAN SMITH: Right. You've got to do
8 other things. That's exactly right.

9 DR. LINN: There are resources.

10 CHAIRMAN SMITH: I mean I think we can get
11 public television, actually some commercial television
12 to use those tapes, to talk about those tapes, to have
13 you and other people like you make comments about
14 them. I think we can get that done all over the
15 country. They'll do it in spots and they'll do it in
16 longer range programs. I think we can newspaper
17 people all over the country to write about this. They
18 love to write about items. They love items. They
19 throw them up there and it's basically challenging the
20 readership to be able to do these items.

21 The *Reader's Digest*, that kind of
22 publication is dying for this sort of stuff. Comments

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1 on it, short stories by teachers about this sort of
2 thing. The opportunities are really rich out there
3 for us to reach out and change people's orientations
4 and attitudes about mathematics now in a way that we
5 haven't had in a long, long, long time because the
6 President is going to keep pumping it. He's going to
7 keep talking about it and while we might not continue
8 to get lead stories in the *Post* and the *Times* about
9 it, if he goes to Kansas, he gets five states or six
10 states, big headlines, President talks about
11 mathematics, President talks about education, here's
12 what he talked about and it's a lead news story. It's
13 magic.

14 DR. BURRILL: Tom talked about the
15 possibility of leveraging Eisenhower funds. One of
16 the things that teachers say to me is, you know, I
17 say, Well, now it's time to think about things
18 differently and they say, Well, what shall I think
19 about?

20 CHAIRMAN SMITH: Right.

21 DR. BURRILL: I'm willing. I'm ready to
22 think about it differently. Now what? And that's

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1 going to take money. There needs to be ways to tie
2 together helping them get this understanding and
3 Eisenhower leverage is one way to help focus that
4 Eisenhower funds in a way that will make this move
5 forward.

6 DR. JOHNSON: I think that's an important
7 point and I think it gets back to the idea that access
8 to resources for faculty development for both
9 classroom teachers, for instructional supervisors and
10 all the way up the line as you go about selling this
11 needs to be a part of what is being transmitted
12 because you've got a lot of existing feelings about
13 tests. If you look at NAEP, you can build the scale
14 without the items practically once you collect your
15 demographic data.

16 It's an unfortunate but perhaps rather
17 realistic view of the way the data falls out and that
18 fact in and of itself I think just has to be
19 recognized clearly in terms of what it means for the
20 perceptions that people in many districts have of a
21 new program coming in and taking two more hours for
22 student testing time. It's got to be a really

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1 important and useful payoff.

2 CHAIRMAN SMITH: I think one of the
3 answers to that is you can also build that scale, not
4 just on the basis of the demographic items, but you
5 can also build it on the basis of the intersection of
6 the demographic items and the curriculum. I can tell
7 you where people are going to be depending upon the
8 curriculum that they get in those schools by and
9 large. Those things are correlated. No question
10 about it. But which comes first in many ways and if
11 you don't get the curriculum, if you don't get
12 algebra, there's no way in the world you're going to
13 be able to answer algebra problems unless you're a
14 wizard.

15 So I really think that right now if we can
16 break into this system in a way that we've been
17 talking about and get the kinds of teachers we need,
18 the kinds of teachers you're talking about both
19 trained and prepared to be able to teach this stuff,
20 we've got the beginning of a handle on it. If we
21 can't get the curriculum, if we can't get the teachers
22 to want to do that, then we're going to be dead in the

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1 water forever.

2 DR. LINN: The tape that Stickler showed
3 at the NRC meeting on TIMSS a few weeks ago would be
4 one I'd like to see shown to a lot of business round
5 tables. It happened to one where they had a lot of
6 computer technology in the classroom and the teacher
7 was doing some really nice things with the geometry of
8 the situation and showing them how to solve these
9 problems, and I think if you really got some of the
10 business people that I've had minimal contact with and
11 am beginning to have more behind that, it would help
12 with getting the resources so that the teachers would
13 not only have the computer equipment in their
14 classroom to do that but have the development
15 experiences to make them ready to use that.

16 CHAIRMAN SMITH: Let me give you another
17 example of something that's always bugged me. The
18 most professional development in this country, by far
19 the largest and only professional development and the
20 largest money spender is spent by individual teachers
21 who do their nine credits or 12 credits or whatever
22 every three years, six years, or whatever the state

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1 law is, in order to keep their license, in order to
2 keep certified. In order to move up the pay scale,
3 too. They do both when they do this.

4 That is random course taking by and large.
5 It's whatever matches the time that the teacher wants
6 to take a course with the name of the course that a
7 particular professor who's teaching on Tuesday nights
8 wants to teach. It often has nothing to do with the
9 curriculum that's being taught by the teacher or
10 intended to be taught by the teacher. It has nothing
11 to do with the standards in that particular state.
12 It's a random course because that person has been
13 teaching for 30 years and they pick up some extra
14 dollars doing it.

15 If we could begin to change that practice
16 a little bit so the courses the teachers took had real
17 relevance to the kinds of teaching that they were
18 doing and in math, for example, began to move down
19 this direction and we had some -- in order to make
20 this work, you've got to work with the professors, the
21 adjunct professors and the full-time professors in
22 these teacher training institutions. We got to give

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1 them a textbook for it or textbook materials because
2 otherwise they're not going to do it. I mean you have
3 to be really blunt about this at some level, I think.

4 I believe at least that's the state of the
5 situation right now. If we gave them a set of
6 materials that was a course for teachers in, let's
7 say, the new frameworks in California or the new
8 frameworks in Wisconsin or in Maryland or wherever,
9 you could begin to make a real breakthrough in the
10 kinds of exposure that teachers are getting to the
11 frameworks.

12 At that point, it wouldn't just be
13 something that they were kind of expecting to read at
14 night or in the summers or whatever. It would be
15 something where they'd get an exam on it. There'd be
16 an exam at the end of that course. Got to be a B in
17 the course in order for it to count. At least in some
18 states they do. So it puts a little bit of pressure
19 on them. They've got to study for it in the same way
20 that kids are studying for it. If we could leverage
21 that, it would be a huge, huge benefit.

22 DR. ROMBERG: Leverage the whole licensing

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1 and relicensing and continued licensing procedures.

2 CHAIRMAN SMITH: That's exactly right.

3 DR. VENEZKY: Gary, could I raise a
4 mundane question. I don't mean to subvert this.

5 CHAIRMAN SMITH: that's all got to happen
6 at the local and state levels.

7 DR. BURRILL: Can I throw one more thing
8 in. My one more thing is that what I'm hearing you
9 say is that the TIMSS data, the resources of more than
10 just a horse race, need to be a part of the
11 conversation. And there's also other data out there.
12 I've read some Iris White stuff that talks about how
13 we practice for tests a lot. She's got the exact
14 numbers with kids who are not high achievers. So we
15 spend lots of time, like 40 percent of class time is
16 practicing for tests. But if kids are identified as
17 high achievers, then we don't practice for tests.

18 So that kind of data needs to be brought
19 to the public awareness because principals and
20 superintendents think that's important that they
21 practice for the test, not recognizing that they're
22 continuing to disenfranchise their kids.

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1 DR. LINN: Until like it's the SAT.

2 DR. BURRILL: Yes, right.

3 CHAIRMAN SMITH: But there's another
4 message here, Gail. It is important to teach the
5 test. It is important to teach the stuff that's
6 going to be on the test and it can be taught in a very
7 rich way. It isn't taught by doing problems and items
8 in the same format as the test necessarily, although
9 kids should be aware of that format just to maybe even
10 out the playing field. But you ought to teach for
11 test. That's the same idea. There's this mystique in
12 the U.S. about not teaching to the test in the sense
13 that somehow it's cheating. Nobody in college ever
14 thought that was cheating. They looked at last year's
15 test and whatever when it was put in the library for
16 them to look at.

17 DR. BURRILL: We're using different words
18 though. Teach is different than practice.

19 CHAIRMAN SMITH: Right.

20 DR. LINN: Right, but to link back to the
21 stuff that I was talking about on that particular
22 videotape, it would be nice to start with some test

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1 items because the test item would be to get the area
2 of a triangle and it happens to be a triangle shaped
3 like this and so you say, Well, yes, okay, that's a
4 reasonable test item but it's not what you really want
5 them to practice on them. And then you show them this
6 tape and you show them how they really develop the
7 understanding of how they would get that. Maybe it
8 wouldn't excite other people.

9 DR. BURRILL: It excited me so much that
10 I went out, the very next talk I did I started my talk
11 with that problem and I had them do the problem.

12 DR. LINN: And I did describe this to a
13 businessman that's on the state council that I'm on
14 recently and it excited him but he's not a typical
15 businessman. But that's kind of what I think because
16 that's what you're hearing from business people. They
17 want people to be able to do that kind of problem and
18 they kind of leave it to us to figure out how you
19 ought to test it and teach it.

20 CHAIRMAN SMITH: I'm going to raise a lot
21 attention in the room. Take one of the TIMSS problems
22 and say you can ask somebody in the room the answer to

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1 it.

2 DR. VENEZKY: I simply wanted to raise the
3 issue of what else are you going to include with the
4 test other than the test items? Will there be a
5 background questionnaire? Are there things you want
6 to probe about their attitude towards the subject?

7 DR. LINN: The assumption is that's local
8 option.

9 CHAIRMAN SMITH: Yes, it is completely
10 local option but -- knows the answer in terms of
11 background items and attitudes and so on. Yes is the
12 answer to substance around it. Other items that the
13 teacher might use to try on students, extended items
14 or collaborated items, whatever, information for the
15 teacher about the assessment, information for the
16 teacher about how to sit down with parents and talk
17 about it. Potential readings lists for --

18 DR. VENEZKY: Is that going to be in the
19 contract?

20 CHAIRMAN SMITH: Some of it. Yes. We
21 don't know exactly what's going to be in it. We're
22 going to need help doing this. That's the significant

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1 part where we need people like you and everybody in
2 this room.

3 DR. ROMBERG: One of the things that's
4 been done quite successfully and one of the things
5 we've done is just simply ask the teachers, Have your
6 students had an opportunity to do a problem like this?
7 That's been typical in SIMSS and TIMSS and so on.

8 DR. CONATY: Opportunity to learn.

9 DR. ROMBERG: Right, and that's a good
10 predictor of how well they're going to do.

11 DR. JOHNSON: Let me throw in just a
12 thought in terms of moving to computer administration,
13 which I think is clearly going to come relatively
14 soon. It seems to me in terms of the scope of this
15 whole project, I could be wrong, but this is probably
16 going to test more kids with the same thing than we've
17 done any time before, more than ASVAB, isn't it?

18 CHAIRMAN SMITH: If everybody we're
19 tested, I doubt very much if everybody is going to
20 sign up. It would four million kids roughly in the
21 fourth grade.

22 DR. JOHNSON: Even three-quarters or even

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1 some sort of a percentage underneath that, you've
2 still got a huge number compared to what's been done
3 before and if you think about moving to computer-based
4 instruction, you've got, I think, some careful things
5 to think through in terms of scaling because you've
6 got so many people and you've got such a long range,
7 continuum of content. You've got really probably
8 several rather than one scale and there's some
9 considerations. It's just a different sort of
10 problem, I think, in terms of the scope we've looked
11 at before technically. That's all.

12 CHAIRMAN SMITH: I agree. You can imagine
13 at a big school. You wouldn't have anywhere near
14 enough computers to go around to do it.

15 DR. JOHNSON: That's more a practical
16 issue. I'm talking more about the theoretical issue
17 of what you're actually measuring.

18 DR. BURRILL: In thinking about how you
19 design this up front material or whatever, you might
20 ask people to think about using video as a way to-- in
21 other words, don't totally rely on print material
22 because sometimes teachers and administrators lose the

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1 message.

2 DR. FEUER: If there's a way to build into
3 this some kind of criterion of flexibility on the part
4 of the potential developer of this. As technologies
5 emerge, that there is some evidence that the test can
6 evolve a little bit from one year to the next. You
7 don't want to get locked into some technology.
8 There's a lot of things that are changing about what
9 we know about learning and thinking. I don't know how
10 to do that in a contract, but to look for some
11 evidence that people care about that, I suppose, is
12 maybe necessary but not a sufficient condition.

13 Also, to think systemically, to coin a
14 phrase, how this links up to sort of school to work
15 transition issues. I'm thinking of this because of
16 the op/ed piece that I'm sure you've seen. Rene and
17 Levy who are concerned that a lot of the attention
18 will go to the two years of college part of this
19 initiative and the K-12 stuff may be forgotten. But
20 you may want to look for some evidence that at least
21 in the eighth grade math that somehow that can also be
22 tied to what is emerging about our sense of the kinds

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1 of mathematical skills one will need for post-
2 secondary life, whether it's work or college or
3 something.

4 CHAIRMAN SMITH: This is closer to Dick's
5 point. It gets into more applied, the motivational
6 aspect. I think it's a good point.

7 DR. JOHNSON: Just backtracking just a
8 little bit in terms of Gail's point about using
9 videos. You could, in fact, build in motivational
10 pieces, music videos before the national
11 administration that are open to PBS or whomever to
12 show so that you might get more interest from parents
13 and community.

14 CHAIRMAN SMITH: I think that's right.
15 There are a variety of different groups that are
16 really interested in working with us. In any case,
17 it's a good idea.

18 I think everybody's starting to phase
19 down. It's late afternoon. It's nap time. I want to
20 thank you all very much. This has been terrific. I
21 encourage you if you've got thoughts as you're going
22 home or whatever, put them down. Computer print out

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1 on e-mail. Gary, what's your e-mail?

2 DR. ROMBERG: It's on here.

3 CHAIRMAN SMITH: Everybody in the
4 department is first name underlined, second name @
5 ed.com. Gary with one R. Phillips with two Ls. And
6 it's Mike Smith, not Marshall Smith. So e-mails are
7 really as effective as anything else. More effective.

8 DR. LINN: If you send them to one person,
9 we'll get them out.

10 CHAIRMAN SMITH: And we'll distribute them
11 immediately to everybody else. Actually, why don't
12 you put down your e-mail addresses just so we've got
13 them.

14 I really do want to thank you. I know
15 that the money was attractive and all that. Think of
16 this as work for government.

17 DR. LINN: How could I pass up two airline
18 dinners?

19 CHAIRMAN SMITH: We may well be calling on
20 you again. We obviously have to operate under the
21 constraints that Helen laid out. But you've been
22 really very, very helpful. This thing is going to

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1 move on a very fast track. As time goes on, lots and
2 lots and lots of the sorts of questions that we were
3 just talking about, the questions about outreach and
4 what might be included with the assessments and what's
5 going to go on independently of the assessments. I'm
6 sure Judy will be in touch with all of you about that
7 sort of thing, at least for TIMSS and on reading.
8 Dick, I know you're already in touch with Carol and
9 others about this.

10 Thanks again.

11 (Whereupon, the meeting adjourned at 3:50
12 p.m.)
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